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ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in these newsletter issues. A special article on the effects of the recent Supreme Court decision in "Grove City College v. Bell" is included. The Court held that when a college received federal money only through its financial aid program, then only the financial aid program is covered by Title IX; the institution can discriminate elsewhere in its programs. Title IX prohibits sex discrimination in federally-assisted education programs and activities. In addition to the Grove City decision and its implications, attention is directed to other court cases affecting female college faculty. Other news reported concerns: women college presidents, court litigation, men's studies, sexual harassment and discrimination, differences in the amount of financial aid awards to males and females; minority women in medical schools; a child care center at Purdue University; supporting women in graduate education; women in sports; employment issues including the job outlook; pay differentials; disabled women and employment; incorporating and integrating women's studies into the mainstream curriculum; and communication differences between men and women. A federal and international update is provided, and information on resource guides is included. (SW)

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Project on the Status and Education of WOMEN

ON
CAMPUS
WITH
WOMEN

Volume 13, No. 4 Spring 1984

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ON CAMPUS WITH WOMEN

Vol. 13, No. 4 • Spring 1984

SUPREME COURT GUTS TITLE IX WOMEN STUDENTS LOSE MAJOR PORTIONS OF PROTECTION AGAINST SEX DISCRIMINATION

The recent decision of the Supreme Court in *Grove City College v. Bell* (No. 82-792), February 28, 1984) seriously undermined the protection students have had against sex discrimination under Title IX of the Education Amendments of 1972. At the request of the Reagan Administration, the Court ruled that Title IX does not have the broad institutional coverage assumed by previous administrations. (Title IX prohibits sex discrimination in federally assisted education programs and activities.) The decision has been viewed by women's organizations throughout the country as a setback for women's rights in education. The Office for Civil Rights at the Department of Education which enforces Title IX has already dropped at least two cases involving athletics at the University of Maryland and Pennsylvania State University and is expected to drop others.

The Court held that when a college receives federal money only through its financial aid program, then only the financial aid program is covered by Title IX; the institution can discriminate elsewhere in its programs.

Although the decision leaves many questions of coverage unclear, programs which receive direct funding by the federal government are still covered by Title IX. However, only about four percent of the over 13 billion dollars going to colleges and universities is for earmarked programs, such as remedial aid for disadvantaged students, or vocational education programs. These programs affect a very small number of students; moreover these students would be protected against sex discrimination only during the time that they are in the program. In other words, most students will not be protected against sex discrimination for most of their college experience.

The coverage of Title IX will also vary from institution to institution, depending upon the particular kinds of federally funded activities. Moreover, institutions are likely to face an increased paperwork burden as women seek to trace the federal dollar, (as well as the federal government when it is investigating charges) and ask questions such as: which programs have federal funds? Whose salary is paid for with federal funds? Which buildings were paid for with federal funds? Which equipment and office furniture was paid for with the federal dollar? Not only will coverage differ at every institution, but to the extent that federally funded programs may differ from year to year, the coverage that students have in a particular institution will also vary from year to year.

Students will, in most instances, no longer be able to use the force of law to end discriminatory practices; they will be dependent on good will instead, i.e. they will only be able to say "That's not nice" rather than "That's illegal."

Legislation has been introduced in the House of Representatives and in the Senate (HR5490 and S2568) to overturn the Supreme Court's decision. Because the decision may also affect other civil rights laws with language similar to that of Title IX, the bill amends not only Title IX but Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. Organizations dealing with discrimination based on sex, race, ethnic origin, handicap and age are urging people to contact their Representatives and Senators.

The analysis below was prepared for and distributed by the National Coalition for Women and Girls in Education, Washington, DC.

QUESTIONS AND ANSWERS ABOUT GROVE CITY COLLEGE V. BELL

On February 28, 1984, the Supreme Court decided the case of *Grove City College v. Bell*. The Court held that a college which receives federal money only in the form of student financial aid channelled through its students is a recipient of federal financial assistance under the terms of Title IX, even though these funds are not given directly by the federal government to the school. The Court also decided that under these circumstances, the only part of the college which is covered by Title IX is the student financial aid program. The rest of the institution is free to discriminate on the basis of sex.

Many people are asking what this means for women and girls who work and study around the country in elementary, secondary, and vocational schools, and in colleges and universities, both public and private. Here are the answers to some major questions.

What is Title IX?

Title IX of the Education Amendments of 1972 is the only federal law against sex discrimination in education. It covers both students and employees in all federally-assisted education programs and activities. It bars discriminatory policies in academic

and extra curricular activities, counseling, physical education, student housing, athletics, faculty, staff and student employment, and any other activity carried on or benefit provided by educational institutions. Since its passage twelve years ago, Title IX has been the catalyst for dramatic gains in the educational opportunities of women and girls. Before Title IX, it was both legal and common for female students to be excluded from admission to professional schools, be denied access to vocational education opportunities, encounter gross disparities of opportunity in men's and women's intercollegiate athletics, and suffer many other educational inequities. Enforcement of Title IX has made a start toward changing the status of female students and employees in schools and colleges across the nation.

Does the Grove City decision of the Supreme Court narrow Title IX?

Yes, substantially. The ruling holds that student financial aid money, which had been considered general aid to the entire college since it is used to pay tuition, will be considered aid only to the financial aid office. Even if 90 percent of the students at a college or university finance their education with federal grants, as long as no other federal assistance goes to the school, the institution can discriminate in all activities and functions other than student financial aid.

Did the Grove City decision mean that the whole financial aid program is covered, or only the BEOG program?

The Court stated clearly that the whole student financial aid program is covered when students at a college receive federal Basic Educational Opportunity Grants (BEOGs, also called Pell grants). Some had argued that the government could regulate only the administration of the BEOG program, but the Court was careful to note that this is too narrow a reading of the statute. The Court said, "Students who participate in the College's federally assisted financial aid program but who do not themselves receive federal funds [are] protected against discrimination on the basis of sex." (Footnote 21, Slip. Op. p. 15.) This segment of the decision also suggests that the very narrow ruling of the Sixth Circuit U.S. Court of Appeals in *Hillsdale College v. Department of HEW*, 696 F. 2d 418 (6th Cir. 1982) will be overruled insofar as it determined that only the federal portion of the financial aid program at Hillsdale College was obligated not to discriminate. Hillsdale College has asked the Supreme Court to review the U.S. Court of Appeals decision, but no action had been taken by the Court at the time this document was prepared.

Is the federal funding of Grove City College typical in higher education?

Yes, insofar as almost all post-secondary schools receive some form of federal student financial aid. The limited nature of federal funding at Grove City College is common at some small colleges, including many community colleges. Like Grove City College, these schools receive federal funding only in the form of various student financial aid programs, including BEOGs. In contrast, most larger colleges and universities and some two-year schools receive various types of federal funds in addition to student financial aid, such as grants for research and for special instructional programs and funding for building construction on campus. This funding comes from such federal agencies as the National Endowments for the Humanities and the Arts, the U.S. Departments of Defense, Energy, Treasury, Transportation, and the like. At these institutions, the multiple forms of federal financial assistance mean that more aspects of the school are covered by Title IX than just the financial aid program—even under the very narrow reading of Title IX advanced in the *Grove City* decision.

Furthermore, while the Supreme Court held that student finan-

cial aid is not "general aid" that brings the whole institution under Title IX, it did not eliminate the possibility that other types of federal assistance will be viewed as general aid and thus will result in institution-wide coverage. For example, the Title III programs, which provide federal funds to developing post-secondary schools, are general institutional aid and should result in institution-wide coverage.

Does the Grove City decision apply to elementary and secondary schools?

Yes. The Court decided that federal financial assistance given for a restricted purpose only creates Title IX coverage in the narrow program which receives the assistance. This principle will apply to all levels of education.

However, the decision could have less impact on elementary and secondary schools than on post-secondary education. Narrowly earmarked federal assistance (which would be analogous to a specific research grant to a university, for example) is less common on the elementary and secondary level. Much of the federal money for elementary and secondary schools takes the form of block grants which can be used for any of several purposes. The *Grove City* opinion described student financial aid in higher education as *sui generis*, or one of a kind, leaving open the possibility that other types of aid will be viewed as bringing the whole school district and entire schools under the coverage of Title IX. In elementary and secondary schools, federal Impact Aid is general in nature and provides justification for application of Title IX to all aspects of the district's educational efforts. Similarly, federal support for vocational education conducted by a school district should provide coverage not only for all activities in vocational institutions but also for all vocational education within the district conducted outside of the vocational institutions. What precisely is covered will become clearer as the lower courts apply the Supreme Court decision in *Grove City* to the factual situations posed in cases that are now, or will be, in the courts.

What happens to protection from sex discrimination in athletics after the Grove City decision?

In some cases, as in the Grove City situation, athletics is no longer covered. But there are many institutions at which protection could continue. In any school receiving general federal aid, the entire athletics program will be covered. In other types of schools, Title IX coverage may exist in a more spotty fashion. The application of this decision ensures that almost all schools will be covered by Title IX with respect to the athletic scholarships. Under the *Grove City College* decision, if a school gets federal funds for student financial aid, its entire financial aid program is covered by Title IX. Most colleges and universities receive federally-funded student financial aid in the form of Pell grants, Guaranteed Student Loans, college work-study, and other student financial aid programs. Therefore, such schools would be prohibited from discriminating in the distribution and award of athletic scholarships, which are enormously important for achieving sex equity for college athletes, and which benefit the whole athletic program.

Also, the *Grove City* decision does not address the coverage of Title IX when buildings have been constructed on campus with the aid of federal dollars. The government's consistent position has been that any activities conducted in a building constructed with federal assistance are covered by the civil rights provisions. Thus, if athletes are housed in dormitories built with federal funds, as many dormitories are, housing arrangements for the athletes would be covered by Title IX. Similarly, if a school builds a facility for physical education instruction which includes a gymnasium in which intercollegiate athletic events take place or prac-

tice is held for varsity teams, those activities would be covered. These federal funds benefit the athletic program as a whole.

In specific cases, athletic programs benefit from federal funds in other ways as well—such as by using federally funded remedial or tutorial programs within the university, or feeding athletes at training tables in cafeterias that are federally funded. Thus under certain factual situations, the whole athletic program—and not just the athletic scholarships or the athletic activities in a given building—might be brought under the coverage of Title IX.

Will female students who have been sexually harassed still have a legal remedy after Grove City?

Sexual harassment is recognized as a violation of Title IX, but because the Court has found Title IX's coverage to vary depending on the specific pattern of federal funding, whether a woman student has a legal remedy for being sexually harassed may depend quite literally on the building in which the harassment took place, and on which member of the faculty or staff is accused of harassing. At Grove City College, a woman student could take the school to federal court on a question of sexual harassment only if she were victimized either by a member of the financial aid staff or within the financial aid office.

Grove City involved the possible cut-off of federal funds to the college. What are the implications for private lawsuits based on Title IX?

There are three remedies for violations of Title IX. First, the particular federal agency providing funds to the school may make a determination that the institution is practicing discrimination and cut off federal money—but only after attempting to get voluntary compliance and then conducting a full administrative hearing. Second, the agency may go to court and ask for an order ending discrimination while leaving the federal funding in place. The third possibility is that the person who has been discriminated against may seek relief by bringing a private lawsuit against the offending institution.

Though the *Grove City* case involved an agency's attempt to cut off federal funds (the cut-off was postponed while the case was pending), the case has destructive consequences for any legal action under Title IX, including private lawsuits by individuals. Before the agencies or individuals can even begin to prove the actual charges of sex discrimination, they must make a costly, time-consuming, and possibly fruitless search for a connection between the federal funding and the particular department or aspect of the school in which discrimination was encountered. Obtaining legal redress under Title IX has thus become far more burdensome to everyone involved.

How often have federal agencies terminated federal funding for a violation of Title IX?

Never. Although Title IX was enacted twelve years ago, not a single school, college or university has lost federal funding due to violations of Title IX. In virtually all cases, if a violation is found during the investigation, the conciliation process that follows resolves the issue with a corrective action plan designed to eliminate the discriminatory practice. The recipient institution or district is then deemed to be in compliance as long as it carries out the terms of the corrective plan.

Is Title IX still needed?

Yes. With the help of Title IX, female students and employees have made substantial progress in gaining equality of treatment in schools and colleges. But there is still much to be accomplished. Girls are often channelled into vocational education programs that train for a few low-paying, traditionally female occupations. Educational institutions still discriminate in their hiring,

pay, and promotion of women. While women are numerous in the teaching profession, they are still rare in higher administrative posts, including the job of high school principal and school superintendent, and in tenured faculty positions. Sexual harassment of students and staff at all levels of education is a significant problem whose dimensions are just now becoming apparent. In athletics, the resources devoted to women and girls, and the opportunities for their participation in athletics are still substantially less than those provided for men and boys. Female students frequently find themselves squeezed out of programs offering contact with computers. These are just a few of the hurdles that remain before sex equity in education becomes a reality.

Can't other laws fill in the gaps in Title IX created by the Grove City decision?

No. Title IX is alone in its potential to offer comprehensive protection from sex discrimination in federally-assisted educational institutions. Other laws do not provide a complete substitute. Title VII of the Civil Rights Act of 1964 protects employees, but not students. The Fourteenth Amendment of the U.S. Constitution does not provide for enforcement by federal administrative agencies, nor does it protect persons in private schools or colleges. In addition, since there is no Equal Rights Amendment in the Constitution, the Fourteenth Amendment is not as strong as a statute such as Title IX. And state Equal Rights Amendments and state Title IXs are not available in all states.

Could passage of the federal Equal Rights Amendment do away with the need for Title IX?

Not entirely. The Equal Rights Amendment will only affect public educational institutions. (A public institution is created by a public body and is financed by taxpayers, including state or local taxpayers; it does not necessarily receive more or less federal funds than a private institution.) Title IX applies to all schools and colleges receiving any federal financial assistance.

What are the implications of the Grove City decision for other federal laws against discrimination?

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs receiving federal assistance. Section 504 of the Rehabilitation Act of 1973 as amended in 1978 prohibits discrimination on the basis of disability in federally funded programs. The Age Discrimination Act of 1975 has a parallel prohibition against age discrimination. All three laws have language similar to that in Title IX which was interpreted by the Supreme Court in *Grove City*. The operational language of Title IX was expressly patterned on that of Title VI (though coverage was limited to education), and was in turn tracked by Section 504 and the Age Discrimination Act.

Prior to enactment of Title IX, court cases had already given a broad interpretation to the "program or activity" language of Title VI. The Congress was aware of this interpretation, and incorporated it into the language of Title IX and §504. However, despite preexisting court precedent giving broad coverage to Title VI and §504, the Supreme Court's *Grove City* decision will probably result in interpretations of these three statutes that are just as restrictive as that given to Title IX. The Department of Justice has stated that it will apply the Supreme Court's narrow interpretation of "program or activity" to other civil rights statutes. Therefore, after the decision, the protection from discrimination available to the elderly, minorities and the disabled in all kinds of federally assisted activities is likely to be as spotty and inadequate as that offered to women and girls in education.

Have there been fund terminations for noncompliance with Title VI, §504 or the Age Discrimination Act?

Only in very rare instances. For example, between 1972 and

1984, fund termination for Title VI violations in elementary, secondary and higher education institutions has occurred only once. Termination was ordered only once under Section 504, when a major teaching hospital refused to let the government conduct an investigation of a Section 504 complaint lodged with the Department of Health and Human Services. That termination order has been stayed pending judicial review, which has been ongoing for over a year. There have been no fund terminations under the Age Discrimination Act.

Does a recipient of federal funds have any protection from arbitrary and unjustified fund termination for alleged violations of Title IX, Title VI, §504 and the Age Discrimination Act?

Yes, the recipients (e.g., school districts, colleges, hospitals, county governments) are well protected from arbitrary and impulsive fund termination under all four statutes.

The statutory language of Title IX requires the government to attempt to conciliate all violations. If that fails, the recipient is entitled to a full hearing before an administrative law judge, as was afforded Grove City College in 1978. The decision of the agency can then be challenged in the federal courts, also by the specific terms of Title IX (20 U.S.C. §1683). Further, the statute requires that the federal agency performing the fund termination give thirty-day notice to Congress before the funding is cut. Finally, the bar to funding is not permanent. Once the recipient takes the necessary corrective action and ceases the discriminatory practices, the federal funding can be restored.

The same or greater protections are afforded recipients by Title VI (42 U.S.C. §2000c-1), Section 504 (29 U.S.C. §794a), and the Age Discrimination Act (42 U.S.C. §6104(a) and (b)).

It is also important to keep in mind that the government need not use the fund termination remedy in all instances. It may refer the case to the Justice Department which can then ask the federal courts for an order requiring the recipient to end its discriminatory practices, leaving the federal funding in place.

What kind of legislative action can best remedy the effects of the Grove City case?

Prompt legislative action is necessary to amend Title IX, Title VI, Section 504, and the Age Discrimination Act to clarify Congress' intent that all of these laws have broad coverage. A bill to modify all four laws has been endorsed by a broad coalition of civil rights groups representing women, minorities, the disabled, and the elderly. Until such legislation is enacted, enforcement of these laws will be curtailed. Any protections will be jeopardized by the need to identify and trace specific sources of federal funding before steps can be taken to halt discrimination. A clear message from Congress is needed to prevent recipients of federal funds from assuming, in the wake of *Grove City*, that they may be free to engage in discriminatory practices. The legislation is also crucial to assuring that federal funding is not used to sponsor, assist or support discrimination.

What happens to Title IX complaints that are pending at the Department of Education?

It will depend on the federal funding at each school and the type of complaint. The Administration, which has never been enthusiastic about Title IX enforcement, may use this decision as an excuse to rapidly close many open sex discrimination complaints. Closure without a full explanation of the type of federal funding at the school and the specific terms of the complaint is inappropriate and unjustified.

What happens to Title IX cases that were pending in the courts when the Grove City College decision was issued?

All judges must follow decisions of the U.S. Supreme Court and will therefore be obligated to apply the lesson of the *Grove City* decision to Title IX and may well apply it in civil rights claims

brought under similar statutes. Each court will evaluate requests by parties in the case for actions to restrict the boundaries of the case if any such restriction would be suggested by the application of the *Grove City* decision to the facts before the Court. Some cases will be hurt by the decision, while others will remain unaffected.

ELSEWHERE IN THE COURTS

Florida Universities Charged in Two Sex-Bias Suits

The UNIVERSITY OF CENTRAL FLORIDA (UCF) and the FLORIDA STATE UNIVERSITY SYSTEM have been charged in two separate lawsuits with discrimination against women professors

Citizens' Council Releases Report

The Women's Educational Equity Act (WEEA) program, which has repeatedly been the subject of administration attacks and Congressional support, is evaluated in a new report by the Citizens' Council on Women's Education entitled *CATCHING UP: A Review of the Women's Educational Equity Act Program*.

The Citizens' Council on Women's Education was established in 1982 by the National Coalition for Women and Girls in Education when President Reagan replaced the experienced, bipartisan membership of the official National Advisory Council with a new group, most of whom lacked background in women's issues or educational equity. The Citizens' Council, composed of 12 women and men with broad experience in education and public policy, is committed to protect the guarantees of educational equity in Federal legislation, make recommendations to Congress, and inform the public about educational equity and attempts to halt progress toward this goal.

The Council terms WEEA "a small but highly visible focus of the Federal commitment to equal education opportunity," and notes that Reagan's 1985 budget, for the fourth time, proposed no appropriation for this program.

CATCHING UP provides information on the wide range of WEEA projects designed to help women and girls achieve equality of opportunity at all levels of education. Highlighted by personal experiences and specific results, the report describes projects which meet the needs of eight different groups as well as the operation and history of this "embattled program" and its National Advisory Council on Women's Educational Programs.

With the Act expiring in 1984, the Citizens' Council recommends new directions for WEEA. Noteworthy among them are:

- An additional purpose: "to provide educational equity for racial and ethnic minority women and disabled women and to overcome the additional discrimination which they encounter in education."
- Dissemination of equity materials must be emphasized in the statute.
- The authorization level for WEEA must be restored to the previous level of \$80 million.

Copies of *CATCHING UP* are available for \$3.00 from the Citizens' Council on Women's Education, 2401 Virginia Avenue, NW, Rm. 401, Washington, D.C. 20037

in both salary and promotions. Directed by the State Board of Regents in 1976 to study salaries following an order by the state legislature to end sex bias in university pay, UCF and the other eight universities of the Florida system performed the studies, but then, reportedly, attempted to pressure women faculty members to accept smaller wage hikes than the studies indicated were necessary and to sign forms waiving any sex bias claims they might make. One of the plaintiffs, Mary Palmer, a UCF music education professor, resisted the pressure and got a raise in salary of some \$2,200 that year, but it was refused the back pay she requested for the years she had worked without equal pay. If she wins her case (*Palmer v. Board of Regents* (83-1037-ORL-11)), the state may be obliged to raise current salaries and/or to provide over 600 female faculty members in the state with back pay.

In a second case, (*Weidenheimer v. UCF* (83-1031-ORL-17)), Ruth Weidenheimer, a 15-year fine arts education professor at UCF, has charged the school with paying her less than male professors and with violating both Title VII and the Equal Pay Act by uniformly paying male engineering professors more than it pays women in the education department. The suit claimed that "both the female employees and the male employees are performing comparably equal jobs, have comparably equal skills and are of comparable worth to Defendants operation of an institution of higher education." According to Weidenheimer's attorney, the principle of comparable worth is "up in the air" in the nation's courts and has not been addressed at all in universities. The case could thus break new ground if the comparable worth argument is applied to engineering and education jobs at UCF.

Half a Million to Go to Women Faculty in Back Pay

By agreeing to pay 89 women faculty members a total of \$550,000 in back pay over the next four years, ANNE ARUNDEL COMMUNITY COLLEGE (MD) reached an out-of-court settlement on a sex discrimination suit filed in 1978. The settlement includes increases in current pay and improvements in promotion guidelines. The college administration and board of trustees were charged with discrimination against all women faculty in pay, benefits and promotions. About half of the institution's 175 full-time faculty are women. Still unresolved is whether the college and the county will be reimbursed for the cost of the settlement under the school's \$2 million indemnity policy with Continental Casualty Co. of Chicago. The insurance company, claiming the college violated the terms of its contract by its discriminatory behavior, has appealed a ruling by the Maryland State Insurance Division ordering it to pay the cost.

Court Awards Tenure to U. Minn. Librarian in Sex Bias Case

A librarian who had charged the UNIVERSITY OF MINNESOTA with sex discrimination and breach of contract was awarded tenure in an advisory federal-court procedure before a court-appointed "special master" who specified that courts now could enter the "exclusive and often secret domain" of tenure. It is the first time for a faculty member to be granted unconditional tenure, which signifies that there are no preconditions. The special master is one of three appointed to administer cases arising in the wake of the class-action discrimination case, *Rajender v. University of Minnesota*. In the settlement of that case (1980), a consent decree placed the university's personnel policies under court jurisdiction until 1989.

In her ruling in the current case, the special master noted that with the extension of Title VII to academic institutions in 1972, courts, for the first time, were charged to review those decisions previously the exclusive and often secret domain of university communities.

The nature of that review is not to sit as a "Super-Tenure Committee," but rather to ensure that decisions regarding not only tenure, but also hiring, promotion, and salary are based upon merit, not upon the impermissible factors of sex, race, or national origin.

She also pointed out that, in the librarian's case, "arbitrary decisions, unbridled discretion, and male-dominated administration combined to create a breeding ground for discrimination," adding that the library director's "condescending style" toward women indicated the hopelessness of the librarian's tenure quest.

OCR's Budget Dropped By One-Third

A report on the U.S. Commission on Civil Rights found, after adjusting for inflation, that the budget for the Office for Civil Rights (OCR) of the Department of Education had fallen by 33 percent over the past three years. (The six-person commission, which made this report, was disbanded at the end of November 1983, and reconstituted December 1, 1983 as an eight-member body jointly appointed by the president and Congress.) Copies of the commission's budget report, "Federal Civil Rights Commitments: An Assessment of Enforcement Resources and Performance," are available free from the U.S. Commission on Civil Rights, Publications Warehouse, 621 N. Payne St., Alexandria, Va. 22314.

SEXUAL HARASSMENT

Professor Violates Terms of Suspension for Sexual Harassment Charge

Chester Oden, a psychology professor at the UNIVERSITY OF MINNESOTA, was suspended with pay for the spring and summer of 1983 and without pay for the fall quarter after being found guilty of sexually harassing a former student. The University's vice president for academic affairs had also ordered that Oden "not be given any teaching assignments or be allowed to engage in other activities involving students during summer 1983." However, despite the order, Oden lectured during the summer at a human relations course taught at the University's Morris campus. Ann Pick, chairwoman of the University Senate's Sexual Harassment Board, protested in a letter to the vice president that "this apparent violation of a sanction makes a mockery of a commitment by the University to intolerance of sexual harassment."

\$230,000 Settlement in New Jersey Harassment Suit

Midway through the trial of a suit charging the school with sexual harassment and a systematic pattern of discrimination against women in hiring, salaries and tenure, RAMAPO COLLEGE (NJ) offered a \$230,000 out-of-court settlement; the plaintiff, Judith Zola, a biology professor, accepted. The agreement included the placing of letter of recommendation in Zola's file, but also stipulated that the defendants admit no liability or wrongdoing. Named in the suit was Jack Waldman, Assistant Vice-President for Academic Affairs, who, Zola reports, propositioned her when she went to him to press a claim for the reinstatement of her seniority rights which were jeopardized by a maternity

leave. When she declined, Waldman requested that she arrange dates for him with other women, preferably well-to-do friends. Rather than respond to the charges against him, Waldman resigned. Zola, who did not receive tenure, now works outside of cademe as a medical writer.

Women's Advocacy Group at Yale Med School

YALE UNIVERSITY's (CT) Office for Women in Medicine is one of the most comprehensive women's advocacy groups at any medical school. The office provides counseling, advocacy, and referral services in grievances regarding sexual harassment or discrimination, organizes professional and social support groups, offers conferences and programs, collects data, and provides a reference library. Recently the group put up posters around the School of Medicine campus urging women to "Teli Someone!" if they were sexually harassed at the college. K.D. Codish who heads the office says that on the average at least once a month a woman who believes she has been harassed asks the office for advice. For further information contact Codish, Office for Women in Medicine, Yale University School of Medicine, 333 Cedar St., New Haven, CT 06504.

Illinois Human Rights Act Amended

The General Assembly of the State of Illinois has amended the Illinois Human Rights Act specifically to include freedom from sexual harassment in higher education. The amendment is contained in Public Act 83-91. Copies of the Act can be obtained from the Democratic House Bill Room, 402 State Capitol Bldg., Springfield, IL 62706.

ON THE CAMPUS

Women Get Less Financial Aid Than Men

While women college students tend to need more student aid than their male counterparts, they typically do not get it, according to a draft study done at the National Commission on Student Financial Assistance on problems faced by women in financing a college education. During the 1981-82 academic year, women obtained only 72 cents in grant money for every dollar in grants to men, and earned only 68 cents for every dollar earned by their male peers; they also borrowed 84 cents for every dollar borrowed by men. The report, based on data from the National Center for Education Statistics, found women are more likely to enroll part-time than men, which keeps them from being eligible for some federal student aid programs available only to full-time students. Only ten percent of an institution's campus-based student aid monies can be channeled to students attending part-time, and this is at the school's discretion. One of the report's recommendations is that at least half of the campus-based funds be allocated to students enrolled less than half time.

"Women are twice as likely as men to be classified as independent students (66 percent compared with 34 percent) and have greater unmet need, and therefore are more likely to drop out," according to researcher Mary Moran. While women participate at a higher rate in the Pell Grant program, (25.5 percent compared with 22.8 percent for men), they receive awards averaging \$880 in comparison to a \$913 average award for men.

For information on ordering copies of the report, write to the American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Suite 800, Washington, DC 20036.

Lighting Up and Drinking Down: Cigarettes and Alcohol on Campus

Heavy drinking among college students is on the rise, especially by white women who are adopting male drinking patterns, reports a new national survey. Ruth Engs and David Hanson, of INDIANA UNIVERSITY, in a 1982 survey of 500 students in all 50 states found that 17.2 percent classified themselves as heavy drinkers. An earlier survey (1974) showed only 11.6 percent to be heavy drinkers. During this same time span, heavy drinking among white women students nearly tripled, from only 4.8 percent in 1974 to 14.4 percent in 1982.

Another survey of campuses showed that, while smoking is generally on a downward trend, women students are now **more** likely to smoke than their male counterparts—a reversal from a decade ago. In 1983, in comparison to eight percent of the men, 13.6 percent of women reported that they smoked frequently. The findings are presented in *The American Freshman: National Norms for Fall 1983*, by Alexander W. Astin and others. Copies of the report are available at \$8.25 from the Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024.

What Students on Campus are Thinking These Days . . .

Other findings from *The American Freshman: National Norms for Fall 1983* (see previous article) include that almost twice as many men as women believe that women's activities should be confined to the home (32 percent as compared to 17.2 percent of women). The survey shows much closer agreement between the sexes on whether women should have job equality: 88.3 percent of men, and 96.6 percent of women.

Scabrous Scavenger Hunt Lands Brown U. Fraternity on Probation

The hazing of three pledges, and a scavenger hunt in which pledges were told to collect women and xerox copies of female genitalia, led to probation for Delta Phi fraternity at BROWN UNIVERSITY (RI). The fraternity had listed four pages of items for the scavenger hunt, including "blonde girls in Brown University t-shirts, xerox copies of female genitalia, Wheaton girls (brought willingly), pornographic magazines, women's underwear and many more 'items' which were assigned a point value," according to a letter drafted by Dean of Student Life Eric Widmer, Lisa Kalechstein, staff assistant for Women's Concerns, and Mary Renda, chair of the school's Committee on Sexual Harassment. The letter, signed by all three, states that

Listing women as objects or items to be obtained for any purpose, and assigning point values to these 'objects' is patently and uniformly offensive. The generic 'Wheaton girls and blonde girls' imply that any woman's body may be purposefully used as an item on a list of objects to hunt down and get for points that increase as the items get more degrading and risqué.

The university "closed down" the social life of the fraternity, began monitoring the house's activities, and barred the group from sponsoring any kind of scavenger hunt, a Delta Phi tradition.

Michigan State: Sexism on Campus

An article based on "Sexism on Campus: Fact or Fiction? A Survey of Negative Incidents Experienced by Women Students at Michigan State University" appeared in the Winter 1983 issue of the National Association for Women Deans, Administrators, and Counselors *Journal*. The entire issue focused on sexual harass-

(Continued on page 8)

MINORITY WOMEN

The project gratefully acknowledges the support of TRW for making this section on minority women possible.

Minority Women in Medical Schools

Minority women now make up 20 percent of new first-year female entrants to U.S. medical schools. (See box.) Women, both minority and white, comprise 48 percent of the new entrants. Copies of a summary of the 1983-84 medical school admissions report are available from the Association of American Medical Colleges, Public Affairs Dept., Suite 200, One Dupont Circle, NW, Washington, DC 20036.

FIRST-YEAR NEW ENTRANTS TO U.S. MEDICAL SCHOOLS 1983-84

Racial/Ethnic Group	Men	Women	% of Total
U.S. Citizens			
White	9,299	4,266	82.3%
Black	527	445	5.9
American Indian or Alaskan Native	33	33	0.4
Mexican American/Chicano	174	91	1.6
Puerto Rican (Mainland)	58	38	0.6
Other U.S. Students			
Asian or Pacific Islander	627	322	5.8
Puerto Rican (Commonwealth)	153	69	1.3
Other Hispanic	165	72	1.4
Unidentified	4	—	—
Foreign	70	34	0.6
TOTAL	11,110	5,370	

Note: U.S. citizens redefined in 1981-82 and thereafter to include permanent residents. New entrants figures include only students entering medical school for the first time.

Source: 1980-81, Association of American Medical Colleges Student Record System; 1981-82 and thereafter, fall enrollment surveys.

Women's Studies and Third World Women

A recent issue of *Frontiers: A Journal of Women Studies*, focuses on feminism and the non-western world, and includes a special article by Nancy Topping Bazin on "Integrating Third World Women into the Women's Studies Curriculum." Copies of the issue (Vol. VII, No. 2) are available at \$8 prepaid from Frontiers, Women Studies, University of Colorado, Boulder, CO 80309.

Focus on Minority Women's Advancement

The Office of Women in Higher Education of the American Council on Education began the National Identification Program for the Advancement of Women in Higher Education (NIP) in 1977. The program is designed to expand the pool of persons considered for leadership roles in colleges and universities.

The NIP Focus on Minority Women's Advancement was created expressly to insure that minority women are involved in all aspects of the program and to focus on issues of particular concern to the advancement of minority women. In order to accomplish these goals, the Office of Women in Higher Education has developed regional networks of persons who concentrate on minority women's advancement. National and regional consultants representing all four major minority groups—Black, Hispanic, Asian Pacific, and American Indian—work with the Of-

fice of Women in Higher Education as advisors. They identify minority women, initiate contact with minority women's networks, and suggest activities which ACE can organize or encourage others to do that will effectively address the needs of minority women in higher education and improve their status.

Bibliography on Native American Women

Native American Women; A Contextual Bibliography offers an annotated listing of 672 books, journal articles, films, recordings, government publications and dissertations. Entries are arranged alphabetically by author, with date and subject indices. Copies of the 120-page bibliography, compiled by Rayna Green, are available at \$19.50 plus \$1.50 postage and handling from the Indiana University Press, Tenth and Morton Streets, Bloomington, IN 47405.

Resource Guide on Cultural Issues for Minority Women

In Recognition of Culture: A Resource Guide for Adult Educators About Women of Color contains articles about major issues concerning American Indian women, Black women, Haitian women, Hispanic women, Indochinese women, and peasant women. It lists local and national contacts and print resources for these groups, as well as for displaced homemakers, migrant women, refugee women and rural women. Resources about literacy, sex equity, and women in adult education are also included. Copies of the 139-page volume, compiled by Sudie Hofmann, are available from: John Lawrence, Chief, Bureau of Adult and Community Education, State Dept. of Educ., c/o Knott Bldg., Tallahassee, FL 32301.

Higher Ed's Invisible Minority: Chicanas

In a recent article, "Profiling an Invisible Minority in Higher Education: The Chicana," authors J. Manuel Casas and Joseph G. Ponterotto note how little data exists on Chicanas in higher education, examine stereotypes, and make recommendations for helping this group of women. The article appeared in the February 1984 issue of the *Personnel and Guidance Journal*, Vol. 62, No. 6.

Hispanic Women's Network Directory

An update of the National Hispanic Women's Network Directory appears in the November 1983 edition of *Latino Magazine*. Published by the League of United Latin American Citizens (LULAC), the eight-page directory lists members in 22 states as well as Washington, DC. Copies are available at \$1.50 from *Latino Magazine*, 125 S. Kalamath St., Denver, CO 80223.

Colloquium on Ethnicity and Women

The Office of Women at the UNIVERSITY OF WISCONSIN (UW) reports that "Ethnicity and Women" will be the theme of the Fifth Annual Green Bay Colloquium on Ethnicity and Public Policy, to be held May 11-12, 1984 at UW-Green Bay. Topics to be discussed include: ERA vs. "Other Means"—The Difference It Makes for Women of Color; Ethnic/Minority Women in the Corporate World; Women as an Emerging Bloc and the Ethnic/Racial Variables; and Ethnic/Minority Differentiations in the Incidence of Domestic Violence. For further information on the colloquium, which is sponsored by the UW System American Ethnic Studies Coordinating Committee (AESCC), write to Thomas Tonnesen, Program Coordinator, UW System AESCC, UW-Milwaukee, PO Box 413, Milwaukee, WI 53201.

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ment on campus. Copies of the article are available at no charge, and single copies of the original 100-page report are available free on a limited basis from the Vice President for Student Affairs and Services, 161 Student Services, Michigan State University, East Lansing, MI 48824.

The "Gender Gap" at Stanford:

Frosh Women More Liberal Than Men

Freshmen women at STANFORD UNIVERSITY (CA) have described their political orientation as substantially more liberal than that of men. Similar but less striking differences are reported among highly selective private universities nationally in a survey conducted jointly by the American Council on Education and the UNIVERSITY OF CALIFORNIA at Los Angeles. Of the Stanford participants, 38.2 percent of the women described their political orientation as "liberal," compared to 28.3 percent of the men, whereas 19 percent of the women and 30.9 percent of the men termed themselves "conservative." More women were in the middle as well: 41.9 percent of the women as compared to 37.5 percent of the men described themselves as "middle of the road" politically.

Women Are Large Proportion of Humanities Students

Women studying for personal interest, to complete a degree, or for other reasons unrelated to jobs: these make up the majority of adults enrolled part-time in humanities courses, according to an Association of American Colleges report, "Adult Students and the Humanities." "Adult Students" were defined as part-time students age 18 and older. The report, by Kathryn Mohrman, and based on a National Center for Education Statistics survey,

showed women to account for over half of all adult students in 1981, and to make up an even greater proportion—two-thirds—of adult students taking humanities courses.

About one-fourth of the humanities students obtained financial aid from public agencies through scholarships or loans. Although a majority of these students were women, the report indicated that they were less likely than men to gain support from outside sources, particularly from businesses. Copies of the report are available for \$3 prepaid from the Association of American Colleges, Publications Desk, 1818 R St., NW, Washington, DC 20009.

Illinois: Workshop on Men's Roles

SOUTHERN ILLINOIS UNIVERSITY has developed a structured workshop which provides men with a rare opportunity to meet together to discuss traditional masculine roles, the effects of such roles on their lives, and alternative ways of being a man—all in a supportive, all-male environment. The workshop is described in an article, "Structured Group Programming on Men's Roles: A Creative Approach to Change," by James M. Croteau and Philip C. Burda, Jr. The article appeared in the December 1983 issue of *The Personnel and Guidance Journal*, Vol. 62, No. 4.

Campus Offers Course for Two-Career Couples

To help students begin planning and assessing their career and family goals, Catalyst, a not-for-profit organization, together with SMITH COLLEGE (MA) offered a five day program. The course focused on helping the students explore their feelings about work, their partners, their aspirations and expectations for personal and career development. It also aimed at teaching students to develop their negotiating and decision-making skills—skills

Starting a Child-Care Center: 'Catch 22'

When an unofficial group of university employees tries to establish a campus day-care center, "it's a Catch-22 situation," says Susan Green Henderson, library-operations manager at Purdue University. "People will only fund you once you have something going," she says.

Her group faced that problem and needed three years to establish a child-care center.

Beginning in September, 1980, the Purdue group asked every likely unit, from the School of Child Development and Family Studies to the university business office, for aid. Although everyone was supportive, none offered assistance, according to Ms. Henderson, who also is chairman of the Purdue Women's Caucus.

Felix Haas, executive vice-president and provost, agreed to endorse the day-care center, providing it was to be self-supporting, affiliated with the child-development school, and responsive to the needs of female graduate students.

In January, 1982, the day-care group, now grown to 30 members and renamed the Purdue Task Force on Child Care, was offered various university-owned buildings as possible sites. The first two proved too costly, although the group did collect several thousand dollars from local businesses and faculty and staff members.

In the spring of 1983, however, with the help of discretionary funds provided by Mr. Haas, the organizers leased space in a nearby elementary school.

The Purdue University Child Care Center opened in mid-

August, 1983. At one time it had more applications for staff members than for students. It started with 12 children and 4 teachers in one room and charged \$49 a week. Now it has a second room, 33 children, and 7 teachers, and still charges \$49 a week.

Purdue's experience is not unique. In contacting 20 campus day-care centers about fund-raising techniques, the Purdue group found that every program started within the past 10 years had had similar fund-raising problems.

For university employees hoping to start day-care centers, here are sources of free information:

- National Coalition for Campus Child Care. The coalition represents about 700 administrators of day-care centers and serves as an information network, according to its director, Judith B. Fountain, who also heads a campus day-care center at Ohio State University. For details, write to Ms. Fountain at the Ohio State University Childcare Program, 1895 Summit Street, Columbus, Ohio 43201.
- Child Care Action Campaign, P.O. Box 313, New York 10185. For a list of information sheets, enclose a self-addressed, stamped envelope.
- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington 20009. Ask for a free copy of its leaflet, *Developing a Good Early Childhood Program*.

Barbara S. Kraus

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often applied to professional activities but rarely used at home. The course included lecturers, panel discussions, and small group sessions staffed by members of the five college community, made up of HAMPSHIRE, MOUNT HOLYOKE, AMHERST, and SMITH COLLEGES and the UNIVERSITY OF MASSACHUSETTS at Amherst. For further information on the course, "The Two-Career Couple: Your Future, Your Options," write to Hedwin Naimark, Catalyst, 14 East 60th St., New York, NY 10022.

Women in Campus Ministry

Campus Ministry Women is a national organization of Catholic, Protestant and Jewish women working as clergy, students, chaplains, program staff, board members, secretaries, professors, managers, and spouses. The organization helps locate women in campus ministry and serves as a resource to and advocate for women. For further information, write to Campus Ministry Women, c/o Ann Marie Coleman, 802 Monroe, Ann Arbor, MI 48104.

Supporting Women in Graduate Education

In a separate report on recommendations on federal support for graduate education, the National Commission on Student Financial Assistance also recommended increasing the numbers of talented women in graduate education. Specific recommendations supported:

- substantial increases in fellowship support for women in graduate education, with particular attention to encouraging women's entry into fields of study in which they are currently underrepresented;
- continuation of National Science Foundation programs designed to encourage women to pursue careers in science;
- joint collaboration between the federal government and research universities to disseminate information on opportunities in science to both undergraduate and graduate women; and
- provision of more research assistantships for women by colleges and universities.

The report also recommended that colleges and universities provide more research assistantships for minority students. For copies of the report write to: Graduate Education Report, Office of External Affairs, New York University, 25 W. 4th St., Rm. 506, New York, NY 10012.

On College Presidents' Spouses . . .

The 1983 update of the American Association of State Colleges and Universities (AASCU) report on presidential spouses, *Myths and Realities*, revealed a drop in the percentage of working spouses from 37 percent in 1981 to 32 percent in 1983. (See Summer 1982 *On Campus With Women*, p. 5.) Copies of the 42-page report by Roberta H. Ostar are available at \$3.50 from AASCU, One Dupont Circle NW, Suite 700, Washington, DC 20036.

WOMEN'S SPORTS

Women Must Be Offered Same Minimum Number of Teams as Men, Rules NCAA

Schools in two of the three divisions of the National Collegiate Athletic Association (NCAA), which previously were required to sponsor a minimum number of teams for men only will, by academic 1988-89, be required to sponsor a minimum number of

sports for both men and women. By that year, the same number of teams must be available to both women and men in NCAA Divisions I and II. Exceptions to the requirements may be made if an institution can prove either that it has too few women to warrant the required number of teams, or that women at the school are insufficiently interested in sports to warrant that number. Proof must be accepted by two-thirds of the members of the NCAA council.

Radcliffe Woman Tackles Football at Harvard

When Alix Coulter, a junior at RADCLIFFE COLLEGE (MA), expressed an interest in playing intramural tackle football, the director of intramural athletics and the Harvard Athletic Department football team physician requested that both she and her parents sign a statement which would absolve doctors for Harvard's athletic department of responsibility for treating any injuries incurred during the games. The student refused to sign. She was later permitted to play without the waiver (which men are not asked to sign). While Title IX permits an institution to restrict women from playing contact sports, the Harvard Standing Committee on Athletics had decided in 1976 to permit women's participation in contact sports at the intramural level.

EMPLOYMENT

1980's Job Outlook for Women College Grads: Worse Now Than Ever

Chances appear slim these days that a woman with a freshly earned baccalaureate degree will someday hold a professional or executive position. A recent survey turned up evidence that only 28 percent of new jobs in the rest of this decade will be in professional and managerial occupations, in comparison with 45 percent in the 1970's. An indication that this decline has already begun is the fact that 1980 found a greater proportion of young women college grads working in clerical jobs than there were 20 years earlier. "Overall," noted a report of the survey, "female college graduates in 1980 were worse off in 1980 than graduates in 1960." Copies of the report, *The Job Market for College Graduates, 1960-1980*, by Russell W. Rumberger, are available at \$2 from the Institute for Research on Educational Finance and Governance, CERAS Bldg. 402, Stanford University, Stanford, CA 94305.

Pay Differential Between Men and Women: Even Wider Now

The earnings of white women entering the job market lagged further behind the earnings of comparable white men in 1980 than they did in 1970. A new study of census data suggests that raising women to wage equality will be more difficult than expected. In 1980, the average wage for white women was \$4.20/hour, or 83 percent of the average wage (of \$5.04/hour) paid to white men, while in 1970, white women earned 86 percent of the average wages paid white men.

In contrast, the status of black entrants to the labor force of both sexes was better in relation to that of whites in 1980 than a decade earlier, indicating progress in bringing blacks to wage equality. Black women who entered the labor force in 1980 earned \$3.99/hour, in comparison to \$4.45/hour for black men. Black women's earnings marked 79 percent of the white male wage, up slightly from 77 percent in 1970. (All dollar figures were adjusted to account for inflation.)

"The wage gap is much narrower when people enter the labor force," said the census bureau official responsible for the study, but after they have worked for ten years, it approaches what the wage gap is for the entire labor force. The same was true for the wage disparity between white men and black women. While the white women entering the labor force in 1970 averaged 86 percent of the earnings paid to their male counterparts, in 1980, this same group of women, with up to ten years of work experience, was earning \$5.79/hour, or only 68 percent of the \$8.54/hour earned by white men.

Another group of researchers reported that as much as 17 percent of the wage disparity between white men and women entering the labor force in 1980 could be accounted for by discrimination—almost twice the amount of the wage gap attributable to discrimination in 1970.

Trailing in the Top Ranks: Women's Salaries in Academe

In the top three professorial ranks combined, women earned an average of 19 percent less than their male colleagues in academic 1982-83, according to salary data collected from over 2,700 colleges and universities by the National Center for Education Statistics. The data showed that the higher the rank, the greater was the gap between the earnings of male and female faculty members.

Statistical Evidence: Analyzing Faculty Salaries

In his article, "Analyzing Faculty Salaries in Class Action Sex Discrimination Cases," Gerald A. Bodner discusses statistical ways to analyze faculty salaries. "While courts are very cautious about basing a finding of discrimination solely on statistical evidence," he notes, "statistical evidence nevertheless constitutes an indispensable and invariably predominant method of proof in class action discrimination cases." The 18-page article appeared in the Winter 1983-84 issue of *The Journal of College and University Law*, Vol. 10, No. 3.

Faculty to Have Access to Evaluations

An "open-file" policy giving faculty access to all evaluations for re-appointment, promotion, or tenure written about them by administrators and faculty-review committees has recently been adopted by INDIANA UNIVERSITY. Faculty members will be able to see letters of recommendation, both critical and favorable, as well as any other comments written after November 1, 1983; they will also be able to see who wrote the letters—an about-face from the past, when such information and identities were kept strictly confidential. The issue of confidentiality of records has arisen in several court cases at other institutions. Indiana's policy was adopted in part because of a new state open-access law that went into effect January 1, 1984.

Dual-Income Couples: 6 Million Women Out-Earning Husbands

Another Census Bureau study found that, while 28 million of the nation's 49 million married women worked at least part of the year and earned less than their husbands, in 6 million dual-income families the wife was the principal wage-earner, and in 1.6 million of these families, the wife earned twice as much as her husband in 1981. Black wives were shown to outearn their husbands close to twice as often as white or Hispanic women.

About a third of the 6 million women who were the primary breadwinners for their families had husbands who did not work, usually because they were disabled or retired. Another third of the women showed higher earnings due to their husbands not working full-time year-round, often because they had been laid off or had their hours on the job cut. The last third, however, had

husbands who worked full-time all year and still earned less than their wives, many of whom were blue collar or service workers.

Comparable Worth/Equitable Pay: New Publications

The National Commission on Working Women recently announced two new publications: *Comparable Worth Litigation: A Survey of Federal and State Court Decisions*, and *Job Evaluation Practices and their Impact on Equitable Pay for Women*. The two reports are available at \$10 each or \$15 for both, prepaid. Checks should be made payable to the National Commission on Working Women, 2000 P St., NW, Suite 508, Washington, DC 20036.

Fair Employment

The legal implications of a wide range of employment practices, including a section on educational institutions, are covered in the 1984 *Guidebook to Fair Employment Practices*. The 192-page, extensively indexed guide also summarizes the major antidiscrimination laws. Copies are available at \$4 from the Commerce Clearing House, Inc., 4025 W. Peterson Ave., Chicago, IL 60646.

Playing to Win in the Corporate World

Based on her monthly columns in *Savvy* and *Working Woman* magazines, Betty Lehan Harragan's recent book, *Knowing the Score* uses a question-and-answer format to discuss classic job-related issues such as dealing with bosses and co-workers negotiating promotions and raises, deciding on a new job, handling sexual politics in the office, and more—as well as highlighting less obvious trouble spots. Although aimed at women in general, many of the problems and solutions are relevant to those in academe. Copies of the 207-page book are available at \$10.95 plus \$1.50 postage and handling from St. Martin's Press, 175 Fifth Ave., New York, NY 10010.

Women in the Law

In acknowledgment of the fact that over one-third of all law

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American Association for Higher Education (AAHE)
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 Council for the Advancement of Small Colleges (CASC)
 College and University Personnel Association (CUPA)
 National Association of College and University Attorneys (NACUA)
 National Association of Independent Colleges and Universities (NAICU)

Prices and availability of resources are current at time of publication.

students today are women, the *American Bar Association (ABA) Journal* devoted its October 1983 issue to an examination of the impact that women will have in the law. Included are a report on the first nationwide survey of women lawyers, a look at what lies ahead for law schools, law firms and courtrooms, and an interview with Justice Sandra Day O'Connor, as well as other articles. Copies of the issue are available at \$5 from the ABA Journal, 1155 E. 60th St., Chicago, IL 60637.

Women and Trade Unions

Women and Trade Unions in Eleven Industrialized Countries is a collection of essays which examines the policies of both unions and governments toward women in areas such as provisions for equal employment and equal pay, child care and maternity leave. It also covers educational programs offered by trade unions. Edited by Alice H. Cook, Val R. Lorwin, and Arlene Kaplan Daniels, the 360-page volume is available at \$34.95 (hardbound) from Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122.

DISABLED WOMEN

Disabled Women and Employment

Increasing attention is being paid to the problems faced by disabled women. A brief review of relevant legislation and court cases appears in the February 1984 issue of *The Personnel and Guidance Journal*, Vol. 62, No. 6. "Legislation and Litigation Involving the Employment of Disabled Women: An Overview" by S.S. Johnson and M.W. Janes is relevant to the employment of disabled women in colleges and universities and will also be of help to those working with disabled students.

Disabled Women's Theater Project

In a video-taped performance, members of the Disabled Women's Theater Project, all of whom are handicapped, reveal the "outrageous, absurd, comical, painful, and trying events" that are familiar to women with handicaps, with the aim of increasing public awareness both of the creative abilities and of the needs of the disabled community. The one-hour video-tape, in color and of broadcast quality, may be rented at \$55 or purchased at \$300 from Women Make Movies Film Library, PO Box 315, Franklin Lakes, NJ 07417.

WOMEN'S STUDIES

How to Integrate Women's Studies into the Mainstream Curriculum

Several publications have recently become available on integrating women's studies into the curriculum. One of them, developed at SMITH COLLEGE (MA) is the *Selected Bibliography for Integrating Research on Women's Experience in the Liberal Arts Curriculum*. It includes listings of books, articles, and anthologies in 17 disciplines, ranging from anthropology and art to government and philosophy. Listings for each discipline are grouped either for classroom use or for teacher preparation. Copies of the bibliography, compiled by Marilyn Schuster and

Susan R. Van Dyne, are available for \$3 from Susan Van Dyne, Associate Professor of English, Smith College, Northampton, MA 01063.

The Sourcebook for Integrating the Study of Women into the Curriculum is a looseleaf-style notebook containing sample materials from the ten projects participating in the Northern Rockies Program on Women in the Curriculum as well as other projects in curriculum change (such as those at the UNIVERSITY OF ARIZONA and Smith College). Included are program descriptions, resources, assessment materials, and bibliographies. The most recent edition of the WELLESLEY COLLEGE (MA) Center for Research on Women's *Directory of Projects*, and the Clearinghouse for Curriculum Integration Projects' *List of Non-Published Materials* is also included. Cost of the Sourcebook is \$22, plus \$1.50 for postage and handling. Checks should be made payable to Sourcebook and sent to Betty Schmitz, Letters and Science, Montana State University, Bozeman, MT 59717.

Women's Scholarship: A Curriculum Handbook is a 321-page collection of articles which grew out of a project for curriculum and instructional development in the new scholarship on women at the UNIVERSITY OF NORTH DAKOTA. The project was developed through the university's Office of Instructional Development and funded by the Bush Foundation. The handbook contains descriptions of research in women's studies, course revisions, essays describing problems in women's education, curriculum designs for integrating the new scholarship on women into the traditional classroom, and research applications of this new knowledge. Copies of the handbook, edited by Sheryl O'Donnell and Barbara M. Shaver, are available at \$7.95 from the Women's Equity Committee, Box 8161, University Station, Grand Fork, ND 58202.

An additional tool useful in curriculum development is a *Selected List of Films and Videocassettes for Women's Studies*, compiled by the UNIVERSITY OF MICHIGAN Media Resources Center. This twelve-page list gives annotated descriptions of 137 films and videocassettes, together with ordering information. Copies of the list are available free from Michigan Media, The University of Michigan, 400 Fourth Street, Ann Arbor, MI 48103.

Help for Incorporating Women into the Curriculum

The Western States Project on Women in the Curriculum, funded by The Ford Foundation, is designed to assist postsecondary institutions in sixteen states initiate and sustain efforts to integrate women's studies into the curriculum. The project, based at the Southwest Institute for Research on Women at the UNIVERSITY OF ARIZONA is being co-directed by Betty Schmitz, Acting Assistant Dean at MONTANA STATE UNIVERSITY, and Myra Dinnerstein, Chair of Women's Studies at the University of Arizona. Small grants totalling \$30,000 will be made available by the Northwest Office to institutions seeking to initiate projects and to those wishing to sustain efforts already underway. The funding covers projects for Summer 1984 and for the 1984-85 academic year. The project also sponsored a conference on the incorporation of feminist research into the curriculum which was held in conjunction with the Northwest Women's Studies Association Conference in Bellingham, WA in April 1984. For further information, contact either Dinnerstein or Schmitz.

First State-Endowed Chair in Women's Studies

In May 1983, New Jersey's Governor Kean announced, in a press conference at the State House, his endorsement of the recommendation of a legislatively established commission to create a chair in Women's Studies at DOUGLASS COLLEGE for a distinguished scholar in the field. Douglass is the women's col-

lege of RUTGERS UNIVERSITY and the largest women's college in the United States. Noting that the "creation of a chair in women's studies will bring stature and dignity to this discipline," the Governor also approved an annual appropriation of \$75,000 from state lottery proceeds for the Chair, and announced the launching of a campaign to raise private funds to supplement that amount. A lecture series entitled *Women's Future? People's Future?* was offered at the school in celebration of the establishment of the endowed Chair.

Convention on Women's Studies

Steering Our Course: Feminist Education in the 80s is the theme of the Sixth Annual Convention of the National Women's Studies Association (NWSA). The conference, to be held at Rutgers' (the State University of New Jersey) New Brunswick campus at Douglass College June 24-28, 1984, will celebrate women's scholarship and achievements, explore new visions of a healthy society, and investigate ways of working for equity for women and girls in educational settings from kindergarten through the university level. The focus will be on the diversity of women's studies. For further information, write to Kathy Kleeman/Carol Virginia Pholi, NWSA Convention Coordinators, Voorhees Chapel, Lower Level, New Brunswick, NJ 08903.

UW-Green Bay Faculty Senate Approves Balanced Curriculum Project

The following note appeared in the December 1983 issue of the

UNIVERSITY OF WISCONSIN publication *University Women*, Vol. 10, No. 12.

The "pursuit of a 'gender-balanced curriculum' at UW-Green Bay" was endorsed by the Faculty Senate in October. The Senate resolution encourages faculty both to use materials produced by women's studies scholarship and to study gender issues when the opportunity is available so that a curriculum can be developed "that pays attention, wherever appropriate, to works by, about and for women." The resolution was introduced by Associate Professors Estella Lauter, communication and the arts, and Jerrold Rodesch, humanistic studies. Lauter and Rodesch received released time in 1982-83 to launch the balanced curriculum project.

For more information on the gender-balanced curriculum project contact either Lauter or Rodesch at the Faculty in Humanistic Studies, Rm. CC331, UW—Green Bay, Green Bay, WI 54301.

Directory on Women's Studies in NYC Available

The Guide to Women's Studies: Spring 1984 lists information on women's studies in educational institutions in New York City. Compiled by the NYC Commission on the Status of Women and based on information supplied by the institutions themselves, the guide includes private as well as public institutions, and gives financial aid office addresses and other information on financial

Shoptalk: Men and Women Speak A Different Language

Clashes between men and women in the workplace could be reduced if each sex understood how the other is taught to communicate, says a UNIVERSITY OF MINNESOTA speech-communication professor.

"Male and female differences are often intercultural differences—they are taught to value different things," said professor Jerie McArthur. "Women are socialized to believe that relationships are the most important things in the world, whereas men are socialized to believe that power and ability are the most important things," said McArthur, who explained that this basic difference has a great impact on communication differences between the sexes.

Speaking up at a meeting or in class is one area where men and women traditionally differ, said McArthur. Men engage in what McArthur calls "competitive turntaking"—that is, they get their chance to speak by interrupting. Women, on the other hand, are usually trained at an early age that to interrupt is impolite. They may sit, through hours of meetings or classes waiting for their chance to talk, while their male colleagues wonder if they'll ever have anything to say.

Wording of statements is another area in which the styles of men and women differ, said McArthur. Women make indirect statements, men make direct statements, and it's the latter that people tend to remember, the speech professor noted. "A woman might say at a meeting, 'Don't you think it would be better to send them that report first?' and a man could agree, saying, 'Yes, it would be better to send that report first.' The group will remember the idea as the man's because the woman never really claimed it," McArthur explained.

Men's tendency to use military and sports metaphors in their work language is another communication difference between the sexes, one that can cause women to feel uncomfortable or confused, said McArthur. When men use expressions like, "The ball's in your court" or launch into long war stories designed to illustrate a point, women may not always understand the function these stories and metaphors fill and can become impatient and disapproving, which, in turn, makes the men feel uncomfortable with them, McArthur explained.

"It is critical for women in the workplace to at least understand the male culture, because that is the dominant culture," said McArthur, adding that learning a language is only the first step toward understanding a culture. "For the non-dominant culture, knowing and understanding the dominant one is sometimes a matter of survival."

Despite her insistence that women in the workplace must understand the male culture, McArthur said that the ideal would be a blend of male and female values and styles. "I would like people to be more flexible and situational," said McArthur. "It's important to cooperate as well as to compete—a good leader will use what works in a given situation with a given person and not be rigid about adhering to a certain style."

Just as men and women should recognize their cultural differences, said McArthur, so too should they recognize that these differences do not exist in each member of that sex. "When I talk about these communication differences, I'm talking about males and females in society as a whole," McArthur cautioned. "Obviously there are many individuals who were not socialized in these ways."

aid and tuition. The issue may be useful as a model for other cities, states, and regions. Copies of the 75-page guide are available at \$1.50 from the Commission on the Status of Women, 52 Chambers St., Suite 207, New York, NY 10007. Bulk rates are available, as well as free copies for New York City employees.

RESOURCES

Women, Men and Language

The publication of *Language, Gender and Society* reflects nearly a decade of research in the area of language and sex difference and is an interdisciplinary compilation of selected papers, written by linguists, psychologists, sociologists, and specialists in English language studies. Included are essays on nonsexist language, articles on men's speech and a study of interruptions in cross-sex conversations, as well as an extensive annotated bibliography on sex similarities and differences in language, speech, and nonverbal communication. Edited by Barrie Thorne, Cheris Kramarae, and Nancy Henley, the 342-page volume is available at \$15.95 (\$11.96 if prepaid) from Newbury House Publishers, Inc., Rowley, MA 01969.

Communication, Language, and Sex: Proceedings of the First Annual Conference, includes articles on gender in communication and language, syllabi for teaching male/female communication courses, and a summary statement of issues and directions for future instruction and research. The 241-page paperback, edited by Cynthia Berryman and Virginia Eman, is also available at \$15.95 (\$11.96 if prepaid) from Newbury House Publishers, Inc., Rowley, MA 01969.

The social context in which literature is selected for posterity is explored in a recent book which offers, as an analytical tool, an incisive and witty look at patterns in the suppression of women's writing. "She wrote it BUT . . ." is the subtitle for Joanna Russ' *How to Suppress Women's Writing*. The 159-page paperback describes ways in which women's literary achievements have been distorted—through such means as the double standard of content, false categorizing, prohibitions, isolation, and anomalousness, among others. Copies of the book are available at \$14.95 (hardcover) or \$7.95 (paperback) from the University of Texas Press, PO Box 7819, Austin, TX 78712.

Communication, Language, and Gender: Scholars Unite

The Organization for the Study of Communication, Language, and Gender, founded in 1981, developed from a community of interested scholars and practitioners who attended the first four Conferences on Communication, Language and Gender. The organization's purpose is to encourage scholarly research, teaching, and interaction about communication, language, and gender. Membership dues are \$5 yearly (January to January). For further information, write to Virginia Eman Wheelless, Dept. of Speech Communication, Texas Tech University, Lubbock, TX 79409.

"I Learned it in Grade School"

Ways in which both girls and boys are socialized by our society and our school system to become less than whole individuals are illustrated in *We've All Got Scars: What Boys and Girls Learn in Elementary School*. Author Raphaella Best points out a "hidden" curriculum which subtly defines the expected behavior for boys

Oops . . . We Goofed:

Administrators at MIT Not Involved in "Deep Throat" Screening

An article in the last issue of *On Campus With Women* (Fall 1983, p. 2) stated that administrators at MASSACHUSETTS INSTITUTE OF TECHNOLOGY had replaced a campus screening of "Deep Throat" with "Star Wars", after pressure from a women's coalition. In fact, the movie was scheduled by a student group, and was cancelled and replaced with "Star Wars" by the same group. MIT administrators were not involved.

and girls, in effect permitting no real human relations between the sexes. Copies of the 192-page book, which should be particularly useful in teacher education, are available at \$12.95 from Indiana University Press, 10th and Morton Streets, Bloomington, IN 47405.

Joint Panel on Science, Technology and Women

In September 1983, a Joint Panel of Experts on Science and Technology and Women met at MT. HOLYOKE COLLEGE (MA). Convened by the United Nations Advisory Committee on Science and Technology for Development and the American Association for the Advancement of Science the panel explored the participation of women in policy and decision-making regarding use and development of technologies, the participation of women scientists and engineers in research and development, women's participation in education and communication in science and technology, and technologies for women.

Copies of the Proceedings of the meeting as well as information on follow-up activities are available from Shirley M. Malcom, Program Head, Office of Opportunities in Science, AAAS, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Internship Program

The Project on the Status and Education of Women of the Association of American Colleges has an internship program which is currently accepting applications from undergraduate, graduate, and law students for the fall and winter semesters. Preference will be given to applicants with strong research and writing skills who have completed their junior year and have displayed an interest in governmental or institutional policy regarding women in higher education.

Project internships are unsalaried positions. However, interns can be reimbursed for living expenses up to \$25.00 per week. In addition, interns may arrange to receive academic credit from their sponsoring institutions. An internship entails research and writing for PSEW publications, meeting with federal officials and representatives of women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply for a position should send a resume, two brief writing samples, and three letters of reference to Mary De Mouy, Associate Director for Administration, PSEW, 1818 R Street, N.W., Washington, D.C. 20009.

ON CAMPUS WITH WOMEN

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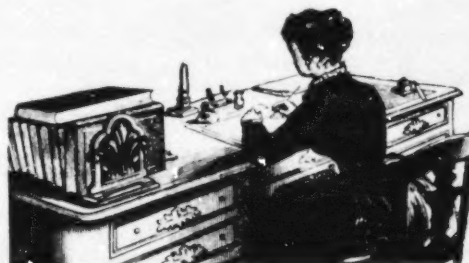
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ON CAMPUS WITH WOMEN

Vol. 14, No. 1 • Summer 1984

ON THE CAMPUS

More Women are College Presidents Than Ever Before

The number of women college presidents has increased more than 70 percent in the past eight years, according to a recent study done by the Office for Women in Higher Education of the American Council on Education. Today, women hold 254 (9%) of the top executive positions on campuses, up from 148 in 1975. The findings are based on data collected from 2,800 institutions.

The typical female chief executive officer heads a small, private, co-educational, four-year institution. Three-fourths of the women head colleges with enrollments under 3,000 students.

Only 22 women college presidents are from minority groups. Thirteen are Black, eight are Hispanic and one is of Asian Pacific descent. (Seven of the eight Hispanics head branch campuses in Puerto Rico.)

According to the study, a popular misconception has been that most women's colleges were headed by women. Until recently, however, this was not the case. In 1975, women were in charge of less than half of all women's colleges; today, women head 77 percent of these schools. For more information, contact the Office of Women in Higher Education, ACE, One Dupont Circle, Washington, DC 20036.

Recruiting Women Graduate Students

"The Climate is Right for Graduate Women!" is a poster designed to encourage women to choose the UNIVERSITY OF CALIFORNIA at Santa Barbara for graduate studies. The poster describes how successful women have been in getting scholarships and other awards, and notes special services, such as the Women's Center, child care program, and adult re-entry program, which are supportive to graduate women. Copies of the poster were sent to women's colleges, women's centers, women's studies programs, and selected departments at some state universities.

For a free copy of the poster, as well as further information, write to the Graduate Division, 3117 Cheadle Hall, University of California, Santa Barbara, CA 93106.

A Good Way to Address the Sexist Climate of the Classroom

The problem of subtle discrimination against women students in the classroom is being met head on at CALIFORNIA STATE UNIVERSITY—Northridge. The Women Studies Program Committee, with joint sponsorship from the counseling center and the

School of Humanities, has published a six-page booklet, "Avoiding Sexual Discrimination in the Classroom," which was distributed to all 1,500 faculty members in April 1984. University President James Cleary wrote a letter to accompany the booklet, encouraging professors to read it, save it and use its recommendations. Based in part on the 1982 study done by PSEW, "The Classroom Climate: A Chilly One For Women?," the booklet describes the kinds of faculty behavior that hurt women students, explains the extent of the damage that is done in the classroom, and recommends ways to improve the campus environment. The Committee plans to distribute the booklet to administrators in California and eventually to other women's studies programs nationwide. For more information, contact the Women's Studies Program Committee, Cal. State Univ., Northridge, CA 91330.

Update: Civil Rights Act of 1984

The U.S. House of Representatives has overwhelmingly approved the Civil Rights Act of 1984, a measure designed to reverse the U.S. Supreme Court's decision in *Grove City v. Bell*. (For an in-depth analysis of the effect the Grove City decision will have on women and girls in education, see *On Campus With Women*, Spring 1984, pp. 1-4.) The measure, passed by a vote of 375 to 32, would allow Title IX of the 1972 Education Amendments, Title VI of the 1964 Civil Rights Act, Section 504 of the 1973 Rehabilitation Act, and the Age Discrimination Act of 1975 to be enforced **throughout** an education institution, rather than only in the **specific** program or activity that receives federal funds. The Civil Rights Act of 1984 replaces the program or activity language in the four statutes with "recipient" to ensure broad, institutionwide coverage.

A similar bill now in committee in the Senate faces stiffer opposition. Opponents, both in the Senate and in the Reagan Administration, claim the legislation is too vague and could be interpreted to expand the reach of civil rights statutes beyond the pre-Grove City coverage. Sponsors point out that the bill would do nothing more than to restore the law to what it was before the Supreme Court decision. A group of conservative senators are expected to try to dilute the measure or hold up its consideration.

Organizations dealing with discrimination based on sex, race, ethnic origin, handicap and age are urging people to contact their Senators.

Self-Scrutiny at Colby: Quality of Campus Life

Harassment of both women and men, complaints by both male and female students, that they feel "uncomfortable" walking on fraternity row, and the exclusion of women from prime housing and from influential institutions at the school are among the issues of concern in the December 1983 *Report of the Trustee Commission on Campus Life* at COLBY COLLEGE (ME). The report notes that "it...[is] not merely a matter of private significance when fraternity members throw bottles or beer cans, shout obscenities at passers-by or intimidate women students who are walking to a College function... even if only a minority of female students were offended, frightened, or shouted at when passing by, fraternity row, they should not have to endure this sort of treatment as the price of attending Colby." The trustees also argued that "the present allocation of fraternity housing [was] patently unfair to women" and further recommended that fraternities be abolished. END NOTE: In January 1984, Colby's 30 trustees voted unanimously to close the remaining seven fraternities and two sororities for good at the end of the spring semester.

Special Program for Disabled Women Students

To break down barriers which hinder disabled women from selecting college majors consistent with their career interests

and aptitudes, the UNIVERSITY OF WISCONSIN at Stout has developed a program involving career exploration, assertiveness training, job-seeking training, and exposure to successful role models with disabilities. For further information on the program, *Career Education for College Women Who are Disabled*, contact program director Mary Hopkins-Best, Dept. of Special Education, Harvey Hall, #201-F, University of Wisconsin-Stout, Menomonie, WI 54751.

American U. Initiates Project EFFECT

Project EFFECT, on Effectiveness and Equity in College Teaching, is underway at THE AMERICAN UNIVERSITY (DC) supported by a grant from the Fund for the Improvement of Postsecondary Education. The project's major aim is to help faculty at American not only improve their teaching but also provide them with the opportunity to systematically analyze their classroom to see if bias exists. One of the first events was a one-day community conference on equity, excellence and education held in March 1984, focusing on sex bias in teacher-student interaction.

More extensive training is planned for approximately 25 faculty members from all colleges and departments on campus during the summer of 1984. Participants will review videotapes for sex bias in faculty-student interaction, have the opportunity to analyze videotapes of their own teaching, and work with peers and colleagues to develop strategies for equity and excellence in classroom teaching.

The second year of the project will allow the 25 faculty members to put research into practice as they try out new skills in their classrooms. They will be given feedback from observers trained in coding and interpreting interaction, and may also participate in putting on a major conference to present the results of their work. The conference will launch national dissemination of Project EFFECT materials to other postsecondary institutions across the country.

Report Card on Sex Bias

A "report card" on sex bias in colleges and universities, summarizing research on faculty, students, curriculum and instruction, and profiling what is happening to women in colleges and universities, has been developed by the Mid-Atlantic Center for Sex Equity. Single sample copies of *The Report Card #2: Sex Bias in Colleges & Universities* are free from The Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Ave., NW, Suite 308, Washington, DC 20016.

Achieving Campus Equality

MICHIGAN STATE UNIVERSITY's Division of Women's Programs has published two fact sheets based on "The Classroom Climate: A Chilly One For Women?," a 1982 study done by the Project on the Status and Education of Women. The first is designed to assist faculty and administrators to understand sex discrimination issues on campus. It describes discriminatory behaviors and explains MSU's grievance procedures. The second fact sheet is geared for students, and answers some common questions such as: How can sexist behavior affect me?; What can I do if I am being discriminated against?; and How can I encourage a positive classroom environment?

The fact sheets summarize subtle discrimination issues and can serve as models for other campuses to raise these issues with their faculty, administrators and students. For more information, contact Diana V. R. Algra, Director, Division of Women's Programs, Department of Human Relations, MSU, East Lansing, MI 48824.

The New Scholarship on Women

The April 1984 issue of *The Forum for Liberal Education* describes the different ways colleges and universities are responding to the new scholarship on women. Published by the Association of American Colleges (AAC), it updates some of the programs featured in an earlier *Forum* issue (October 1981) which focused on "The Study of Women in the Liberal Arts Curriculum," and offers an annotated resource section on integrating women's studies into the curriculum.

The emphasis of the October 1981 *Forum* and an AAC-sponsored Wingspread conference on the same topic was how some colleges and universities had begun to integrate "research on women—the study not only of the women we are allowed to call 'notable' but of women as half the world's population" into the curriculum and how others could pursue similar efforts.

During the last two-and-a-half years there has been a tremendous parallel development in women's studies and efforts to integrate the new scholarship into the curriculum; more than 450 colleges and universities now have women's studies programs and 60 curriculum integration projects have been undertaken.

As Peggy McIntosh, Director of Faculty Development Programs at Wellesley College Center for Research on Women, notes in the introductory essay of the April 1984 issue, these efforts go beyond "add women and stir." Instead they call for examination of how disciplines can be "redefined and reconstructed to include us all."

Single copies of *Forum* are available for \$3.25 prepaid from the Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Subscriptions (6 issues per year) are \$18 for persons at AAC member institutions and \$24 for others. Bulk rates are available.

Iron Arrow Votes to Keep Status Quo

Iron Arrow, the controversial honor society at the UNIVERSITY OF MIAMI (FL), has voted to continue its ban on women members, thereby ensuring that it will remain off campus. In 1976, Iron Arrow sued the federal government, which in 1973 had threatened the university with a cut-off of federal funds if the society was allowed to stay on campus. The case went to the Supreme Court, which ruled in November 1983 that the issue was moot because the university's board of trustees had already banished the society until it agrees to let women join.

Helping Low Income Women in Higher Education

A program developed by the National Congress of Neighborhood Women (NCNW) addresses the needs poor and working class women have in postsecondary education. Several specific approaches have been found to be helpful in encouraging the participation of these women, including the following:

- Peer and staff support should be emphasized to foster cooperation and mutual respect.
- In curriculum design, subject areas should combine theory and practice; projects should involve community issues and encourage practical approaches to social and environmental change.
- Students should be actively involved in decisions such as curriculum choice and selection and evaluation of faculty.
- Faculty should be aware of the status poor and low-income women have within their families and as community leaders and value the students' life experiences.

NCNW was formed in 1975 to build a network that provides information, support, recognition and technical assistance to low and moderate income women. For more information contact NCNW, 249 Manhattan Ave., Brooklyn, NY 11211.

Research on Women and Education

The American Educational Research Association's Special Interest Group: Research on Women and Education (SIG/RWE) provides an opportunity for exchange among researchers studying women and their education and those developing policies and programs to achieve sex equity in education. The group has a variety of networks and committees to serve the research interests of its members. One committee has written the book, *Achieving Sex Equity Through Education*, which will be published by Johns Hopkins University Press later this year. Other committees are addressing policy issues and sex differences in computer education.

The SIG/RWE holds an annual Mid-Year Conference as well as sponsoring symposia and paper sessions at the AERA annual meeting. This year's theme is "Research in Action: A Decade of Progress." The conference will be held at California State University in Long Beach on November 1-3, 1984. For further information about the conference, contact Dee Grayson, Los Angeles County Education Center, 9300 East Imperial Highway, Downey, CA 90242.

Membership in the SIG/RWE is open to anyone interested in advancing research about women and about sex equity in education. Dues are \$10 per year. Membership information can be obtained from Marilyn Haring-Hidore, Department of Counselor Education, Arizona State University, Tempe, AZ 85287.

SEXUAL HARASSMENT

Minnesota Law School Charged in \$3 Million Harassment Suit

Eight women who are employees or former employees of the WILLIAM MITCHELL COLLEGE OF LAW (MN) have filed a sexual harassment lawsuit for over \$3 million in damages and lawyers' fees. The law school, the former dean, the comptroller, a professor, an associate dean, and the school's law firm are named as defendants.

The former dean, Geoffrey W. Peters, resigned his deanship in the fall of 1983 and his tenured faculty position in March 1984. Peters has denied the charges.

The law firm allegedly reneged on its agreement of confidentiality regarding the women's names at an early stage of the dispute. The associate dean was not charged with sexual harassment *per se* but the suit charged he should have done more to curtail the alleged harassment.

Professor Suspended Without Pay for Harassing Student

A ten-month suspension without pay was given to a tenured professor of English at RHODE ISLAND COLLEGE. He was charged with violating the college's sexual harassment policy by kissing a female student against her will in November 1983. College officials did not release the name of the professor nor did they give any further details of the case. A grievance over the suspension has been filed by the faculty union, an affiliate of the American Federation of Teachers (AFL-CIO).

Sexual Harassment at Penn State

An extensive study on sexual harassment has been conducted at PENNSYLVANIA STATE UNIVERSITY. In the spring of 1982, 515 full-time female students, both undergraduates and graduates, were interviewed and asked whether anyone employed at Penn State had ever done any of the following: stared at or commented on her body in a suggestive way or directed suggestive remarks or jokes toward her; made unwelcome requests for dates with her; requested or demanded her participation in sexual activity; or made physically aggressive sexual advances toward her or touched her in an objectionable way. The in-depth interviews elicited detailed answers to a number of questions about the circumstances in which harassment had occurred and about the responses of its victims and of the university.

The results of the survey were published by Michael P. Johnson, an assistant professor of sociology at the university. The report not only presents data on the incidence of sexual harassment at Penn State, it also draws upon the data and experiences of people at other universities to make recommendations as to how the university could improve its sexual harassment policy and deal with the issues more effectively.

The findings of the study include:

- Approximately one out of every five women interviewed has experienced suggestive remarks, staring or comments on her body from someone in a position of power.
- One out of every 12 female students had had to deal with unwelcome requests for dates from someone in authority.
- One out of every 50 women interviewed had experienced a request or demand for sexual involvement.
- Approximately one out of 12 women interviewed had experienced some form of physical harassment such as physically aggressive sexual advances or objectionable touching.

Altogether, one out of four (24 percent) of the women interviewed had been harassed in at least one of the ways described above while at the university. These figures are similar to those found at other institutions.

Of the incidents reported, 68 percent involved faculty members, 20 percent involved graduate students in a position of authority over the student, with the other 12 percent involving counselors, physicians, lab technicians, and other university personnel.

Graduate students were more likely than undergraduates to have been harassed. Twenty-eight percent of the graduate students interviewed had been harassed; as compared to 19 percent of the undergraduates.

Harassment victims were asked to report their feelings at the time of the incident. Most were surprised (68 percent) and/or shocked (41 percent), and felt at least uncomfortable (90 percent) or embarrassed (71 percent). Sixty-three percent felt anger and 54 percent disgust. Twenty-five percent felt helpless, 32 percent felt trapped and 22 percent were frightened.

Thirty percent of the victims said the harassment had changed their plans or behavior including avoiding the professor, changing a major, or not taking a course. Fifty percent reported a change in their relationship with the harasser and 33 percent reported a change in their general attitude toward faculty members. Of the incidents reported in the survey, four out of five were never reported to anyone in authority.

The 29-page report is available free from Michael P. Johnson, Ass't. Professor, Dept. of Sociology, Pennsylvania State Univ., 201 Liberal Arts Tower, University Park, PA 16802.

Showing Pornographic Film Leads to \$4 Million Lawsuit

A \$4 million lawsuit against ST. LOUIS UNIVERSITY and Richard L. Stensrud, executive director of St. Louis University Medical Center, was reinstated in January 1984, by the Missouri Court of Appeals. Olivia Young, the plaintiff in the case, alleges in the suit that she was forced to watch the pornographic film "Deep Throat" while attending what she was led to believe would be a business meeting in Stensrud's office.

In March 1980, Young, then an employee of Janna Medical Systems, attended a meeting in which she thought she would see an educational film. She claims she was forced to watch the X-rated movie with Stensrud and four other men and that Stensrud uttered "sexual obscenities" at her during the film.

Young maintains the incident caused her mental distress and severe emotional shock; she thus incurred medical expenses and sustained other damages. She is suing for \$2 million in punitive damages and \$2 million in actual damages. Although, in this case Stensrud is not charged with sexual harassment, his actions might fall under sexual harassment policies at many institutions.

Preventing and Dealing With Rape

A concise and comprehensive handbook, "Resources Against Sexual Assault," has been published by the Rape Prevention Education Program at the UNIVERSITY OF CALIFORNIA, Santa Cruz. Six thousand copies have already been distributed throughout the UCSC campus. The resources handbook, designed to provide both educational and useful information on sexual assault, defines sexual assault, outlines some commonsense methods for avoiding attack and suggests ways to cope with an attack if it occurs. The booklet also gives advice on how to help a friend who has been assaulted and lists counseling and treatment resources that are available on campus and in the community.

Requests for the 24-page booklet should be sent to Gillian

Greensite, Coordinator, Rape Prevention Education Program, UC-Santa Cruz, Santa Cruz, CA 95064.

IN THE COURTS

Cornell: Four Women Faculty Members Lose Sex-Bias Suit

Broadly defending the complex process used by colleges and universities in making tenure decisions, an appellate court ruled against four former professors who filed suit against CORNELL UNIVERSITY (NY) for sex discrimination in tenure and promotion issues. Irregularities in the procedures used in their tenure decisions, as well as statistical evidence, claimed the plaintiffs, showed that they had been discriminated against and that women were not as likely as men to be granted tenure at Cornell. Statistics presented by the women showed that between 1975 and 1979, 42 percent of the female candidates (8 of 19 women) were given tenure, as compared to 65 percent of the male candidates (47 of 72 men). Judge Ralph K. Winter (a former tenured member of the law faculty at YALE UNIVERSITY) stated that even if the data showed that some women were discriminated against, "such data would not be sufficient to prove that the particular plaintiffs were among the women who were not treated neutrally." The case was decided by the U.S. Court of Appeals for the Second Circuit in February 1984.

California: Lecturer Awarded \$100,000 in Sex Bias Suit

A federal judge in Los Angeles has awarded a tenure-track position and close to \$100,000 in back pay to a former part-time art lecturer who filed sex-bias charges against CALIFORNIA POLYTECHNIC STATE UNIVERSITY at San Luis Obispo. The lecturer had filed a complaint with the Dept. of Labor, and later sued the university, charging sex bias when her application for a new teaching position in the art department was not given the same consideration as those of male applicants. Subsequent to the charges, the lecturer, who had taught continuously at the school since 1972, was not offered a new contract.

A ruling on the case in March 1984 held that the university had unlawfully retaliated against her for charging sex discrimination and had failed to give her fair consideration when she applied for the tenure-track art department position in 1980. The court ordered the school to reinstate the lecturer no later than July 1, 1984, to award her four years of back pay and to give her teaching credit back to 1980.

Minnesota: St. Cloud State Guilty of Sex Bias

An appellate court decision, holding that women faculty at ST. CLOUD STATE (SCS) UNIVERSITY (MN) were discriminated against in rank, salary and appointments as department heads, overruled a 1982 federal magistrate decision. In 1976, a retired faculty member at the school and three other women faculty had filed a class action suit on behalf of all women faculty members at SCS, and also charged the school with failure to abide by its affirmative action plan.

Insurance Pays \$3 Million in Sex Bias Case

Two insurance companies, in an out-of-court settlement, have agreed to pay \$3 million to the UNIVERSITY OF MINNESOTA toward costs involved in a long-standing sex-bias case against the university. The school agreed that it would seek no further

reimbursement on outstanding claims filed with Continental Casualty Company of Chicago and Lloyd's of London.

The university has paid about \$5.5 million so far in damages and other costs arising from the original suit and an affirmative-action program ordered by a U.S. district court. Complaints were filed against the university by close to 300 women after the court order; 90 of the cases remain unresolved.

The original suit was filed in 1973 by Shyamala Rajender, now a patent lawyer in San Francisco. Rajender charged the school's chemistry department, in which she then taught, with sex discrimination.

University Can Designate Some Jobs "For Women Only"

The UNIVERSITY OF PENNSYLVANIA may be allowed to transfer women campus security officers to vacancies that are designated for women only, regardless of the women's seniority or their willingness to be transferred. Sandra Moteles, a security officer with more seniority than several male officers, but who was the least senior woman officer, was transferred from the day shift which she preferred to the evening shift so that a woman would be on that shift.

In a case brought under Title VII of the 1964 Civil Rights Act, Moteles sued the university arguing that the transfer violated her seniority rights. (Title VII prohibits job bias on the basis of sex.) A federal district judge blocked the transfer of Moteles, but in March 1984, the 3rd U.S. Circuit Court of Appeals decided that the district court had mistakenly refused to let the university use a key defense under Title VII. Title VII permits personnel decisions based on sex if sex is a "bona fide occupational qualification" (BFOQ). The university argues that sex is a BFOQ for one campus security officer post on each shift. A female-only position was agreed upon by the university and the union representing the security guards in 1981 so that each shift would have at least one woman to staff its rape victim assistance program. Further, the agreement lets the university assign women involuntarily to the jobs according to seniority if no one bids for them.

According to Moteles' attorney, Alice Ballard, the university, in compelling Moteles to take a job she didn't want, used the BFOQ to undercut her client's seniority rights. If the university needs women to staff its rape victim assistance jobs, it should hire more instead of violating the seniority rights of the few women on the staff, said Ballard. Of some 40 campus security officers, five are women, she said.

The case, *Moteles v. University* (83-319) differs from standard BFOQ cases in which the defense is used by employers trying to avoid hiring allegedly unqualified workers. The 3rd Circuit, by giving the university a chance to justify the transfer under the BFOQ defense, has created "a radical expansion of the BFOQ concept," Ballard charged. A petition for appeals court rehearing has been filed and an eventual request for U.S. Supreme Court review is possible.

EMPLOYMENT

MBA Degree Worth More to Men Than Women

Men and women who earned MBA's from COLUMBIA UNIVERSITY (NY) between 1969 and 1972 had a starting salary of approximately \$14,000 in their first jobs. After ten years women earned significantly less—\$40,022 to men's \$49,356. This according to a

new study, *Male/Female Careers: The First Decade* by Mary Ann Devanna, research coordinator of Columbia Business School's Center for Research in Career Development. Devanna tracked the careers of 45 women and 45 men with MBA's from Columbia and found that the biggest differential in salaries was in the highest paying field—manufacturing. Devanna concludes, "Although the number of women in managerial positions has clearly been increasing, their salaries compared to male managers have not improved."

Less Than Equal:

Women in Electrical and Electronics Engineering

A recently released survey of women in the Institute of Electrical and Electronics Engineers (IEEE) shows that a woman in the field of electrical engineering with qualifications and experience equal to those of her male counterpart earns about \$2,600 less per year than he does. Male engineers younger than 30 earn close to \$3,700 more than women, revealed the report; over half of the 1,816 women who are members of IEEE are less than 30 years old. In the 30-39 year old age group, the salary gap widens to \$5,025, and in the 40-49 year old group, to \$8,300. With adjustment of data for such factors as years of experience, educational level and degree of professional responsibility, the average salary difference per year comes to about \$2,600.

With respect to formal recognition of accomplishments, a majority of the women surveyed maintained that they were treated equally with male colleagues. But over half of the respondents reported unequal treatment in inclusion in informal work-related social activities, and acceptance by colleagues of professional decisions. While 61 percent of the women saw no sex bias in terms of assignment to interesting projects, 55 percent felt they were not receiving equivalent preparation for top-level careers.

Copies of the report, *Profile of IEEE Women Members: Their Salaries, Demographics, Attitudes Toward the Work Place, and Professional Status*, are available at \$20 for members and \$45 for non-members from the IEEE Service Center, Publications Sales Dept. 445, Hoes Lane, Piscataway, NJ 08854. Order No. UH01-60-2.

More Women in Economics

Women are a growing presence in economics classes and in the economics profession, as shown in the chart below.

Women As A Percentage of:

	1973	1983
All undergraduates in economics	44	52
Undergraduate majors	15	30
Ph.D. students	12	21
Ph.D. degrees awarded	8	14
Assistant Professors	9	16
Associate Professors	6	11
Full Professors	3	4

The figures were compiled by the Committee on the Status of Women in the Economics Profession, and appear in the Winter 1984 issue of the *American Economic Association Newsletter*.

Higher By the Thousands: Salaries of Male Professors in Central New York Schools

Female full professors earned, on average, \$6,700 less than their male colleagues at CORNELL UNIVERSITY's (NY) endowed colleges, and at SYRACUSE UNIVERSITY (NY), salaries of male professors outdistanced those of their female counterparts by an average of \$5,400, according to statistics compiled by the U.S.

Department of Education and appearing in the *Syracuse Herald American* (2/12/84). The article points out that faculty committees have been created at a number of colleges in the central New York area to examine possible institutional biases in salary structure.

An official at Syracuse University explains the gaps in salary by women's comparatively short length of service and "the preponderance of women in the lower paid professions (nursing, social work and teaching) compared to law and engineering," noting that these factors tend to skew averages for the university as a whole. Women have, however, made limited gains in closing the gap over the past decade: in 1983, salaries of women at the full professor rank at the school had reached 88 percent of those of their male colleagues, in comparison to 82 percent in 1972.

One of the few institutions in the country with equal salaries at the top teaching rank is HOBART AND WILLIAM SMITH COLLEGES (NY), where average annual salaries for both men and women professors were \$34,600 in 1983.

Top Administrators' Leadership Crucial to Increase Women Faculty

A recent survey of 183 doctoral institutions showed leadership from top administration to be critical in producing positive changes for women faculty. Case studies of the three universities ranking highest in change of status of women faculty revealed that the president/chancellor/provost at each institution had made it clear that affirmative action was a high university priority. At each of the three universities, this was achieved by:

- according high visibility to affirmative action, with repeated discussion in public speeches and informal gatherings of goals and progress made in achieving them;
- treating affirmative action as an important institutional priority, with resources and staff dedicated to implementing affirmative action goals;
- closely monitoring hiring decisions, and holding decision-makers accountable for good faith efforts; and
- maintaining effective two-way communication between top administrators and women's groups.

Copies of the study, entitled *Affirmative Action for Women: An Assessment of Progress at Doctorate-Granting Universities and An Analysis of Successful Approaches*, written by Patricia Hyer, are available for \$21.50 (microfilm), \$35 (paper) from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, MI 48106.

Report on Women and Minorities in Science and Engineering

The January 1984 edition of *Women and Minorities in Science and Engineering* provides a comprehensive statistical overview of the participation of women and minorities in science and engineering employment and training. Mandated by Congress, this second biennial report notes:

- women holding science and engineering degrees have higher rates of unemployment and lower average salaries than their male counterparts;
- the unemployment rate for women was 4.3 percent as compared to two percent for men;
- tenure or tenure-track positions were less often held by women than by men;
- salaries for women averaged close to 80 percent of men's—about the same differential as in 1972;
- the salary gap is narrower between younger scientists and engineers than among older ones.

Women also had higher unemployment rates in every major field. The report suggests greater under-utilization of women

(nine percent) than men (three percent) in science and engineering. Copies of the report are available free from the National Science Foundation, (NSF 84-300), Division of Science Resources Studies, Washington, DC 20550.

"Old at 40: Women in the Workforce"

In a report on older women in the workforce, researchers at the UNIVERSITY OF MICHIGAN's Institute of Gerontology has noted that:

- the gap between women's wages and men's wages widens with age;
- the proportion of mid-life divorced women has doubled in the last two decades, and the average age of widowhood is 56;
- half of all employed women hold jobs not covered by pension plans;
- over half of all working women 45 and over earned less than \$10,000 in 1982;
- seventy percent of women over 55 live alone, and one-third of this age group have incomes below poverty level.

"Work outside the home," note the researchers, "has become a major aspect of women's roles in American society." Their report traces current and historical trends, underscoring matters related to hiring, salary and fringe benefits, Social Security reform and other issues.

For a free copy of the report, "Old at 40: Women in the Workforce," write to the University of Michigan Institute of Gerontology, 300 N. Ingalls, Ann Arbor, MI 48109.

Professional Liability Insurance: A Necessity?

To calm fears of litigation in academe, the American Association of University Professors, the National Education Association, and the American Federation of Teachers are now offering individual policies to protect a faculty or staff member against suits brought by students, employees and others. The policy would also cover sexual harassment charges and other cases involving sex discrimination. Legal vulnerability differs between public and private institutions, and from state to state. The UNIVERSITY OF VIRGINIA, for example, has its own indemnification policy, but the institution will not indemnify an employee if he or she acted with "gross negligence" or "willful misconduct." Experts advise all staff members, especially those at small colleges, to determine what coverage their institution provides and to weigh the merits of personal insurance accordingly.

WOMEN AND SPORTS

Journal on Women and Sports Issues

The Winter 1984 issue of the *Journal of the National Association of Women Deans, Administrators and Counselors (NAWDAC)* is devoted to women and sports. Articles deal with issues such as: the conflict of "femininity" and sports participation for women; ideas for educators to encourage and support female students in sports (see checklist reprinted below); and differences in collegiate financial aid available to women and men athletes. (An interesting aside: Women—51.4 percent of college enrollments in the fall of 1980, and 33 percent of the athletes—received approximately 18.6 percent of the financial aid

(Continued on page 8)

Sex Stereotypes and Women in Sports

The following checklist is reprinted by permission from "But She's So Feminine": Changing Mixed Messages We Give to Girls and Women in Sports," by Patricia S. Griffin, which appeared in the Winter 1984 issue of the *Journal of the National Association of Women Deans, Administrators and Counselors*. The checklist is intended for women deans, counselors, administrators, and teachers who would like to identify actions they can take (or avoid) in working with female students to help free them from the artificial limitations sex stereotyping can place on participation in sports.



Role Models and Participation

1. Do you participate in sports activities on a regular basis?
2. Do you talk with female students about your own sports participation?
3. Do you have posters or pictures of women in sports in your office?
4. Do you have books about women in sports in your office?
5. Have you ever offered to help supervise intramural sports, coach a team, or participate in student-faculty sports activities?
6. Have you ever taken a physical education class with students?
7. Are you familiar with professional women's sports—the athletes and the games?

Being a Sports Spectator and Supporter

1. Do you regularly attend girls' or women's athletic events at your school?
2. Do you talk to female athletes about their sport or particular games you have seen?
3. Do you encourage students and colleagues to attend girls' or women's sports events?
4. Do you have a women's sports schedule on your bulletin board?
5. Do you visit the gym to observe girls in physical education classes or intramural activities?

Interactions

1. Do you avoid the use of stereotypic labels like "tomboy" or "girl jock" when describing girls or women interested in sports?
2. When counseling girls or women, do you suggest sports or physical activity as a form of recreation and a means for changing negative perceptions of self?
3. Do you call women students out of physical education class for appointments because you believe PE is less important than "academic" subjects?
4. Do you address incidents of sex

stereotyping in sports among students or colleagues?

Attitudes about Women in Sports

1. Are you surprised when a female student is exceptionally talented in athletics?
2. Do you expect girls and women to be uninterested in sports?
3. Do you consider most girls and women interested in sports to be "masculine?"
4. Do you consider it a problem when female athletes look or act "masculine?"
5. Do you consider certain sports inappropriate for girls or women?
6. Are you concerned about the sexual orientation of female athletes?
7. Do you think participation in sports is more important for boys than for girls?
8. Do you view girls' interest in sports as something they will outgrow?
9. Do you have a double standard for female athletes: They can be aggressive and competitive during the game, but should be demure and quiet otherwise?
10. Do you worry about girls who can and do outperform boys in sports?

Knowledge About Women in Sports

1. Are you familiar with myths about physiological limitations that hinder girls and women in sports?
2. Do you know the physiological differences and similarities among females and males at the age of the students you work with?
3. Do you have career information for girls and women interested in sports?
4. Are you sufficiently familiar with Title IX and similar state laws that you know if your school's athletic and physical education programs are in compliance?
5. Are you familiar with the activities offered by your school's physical education and athletic programs?

based on athletic ability. Men—48.6 percent of the college enrollment and two-thirds of the athletes—received over 80 percent of the financial aid dollars.)

Other articles include a study on the factors accounting for differences in salary between male and female basketball coaches in NCAA Division I schools; the AIAW and NCAA controversy and its implications for women's sports; and the needs of re-entry women for physical education activity. Single copies of the *Journal* are available for \$6.00 from NAWDAC, Suite 210, 1325 18th St., NW, Washington, DC 20036.

Women to be Well-Represented on Sports Committee

The National Association of Intercollegiate Athletics (NAIA) has voted to guarantee women half of all future vacancies on the national executive committee, the association's chief governing body. The resolution, which stipulates that all executive-committee nominees in alternate years would be women, passed overwhelmingly at the convention in March 1984. At present, there are only two women on the 10-member committee. The NAIA is the sports governing body for more than 500 small colleges and universities. Final approval of the resolution must await a mail vote of the members.

WOMEN'S AND MEN'S STUDIES

Year-Long Focus on Gender Scholarship

1983-84 was designated a theme year on gender and scholarship at the UNIVERSITY OF SOUTHERN CALIFORNIA Center for the Humanities. The theme year involved an integrated series of lectures, symposia, courses and exhibitions designed to evaluate scholarship concerning the changing roles of women and men in Western society. It examines the ways in which these studies have brought about changes in the legal system, the economy, culture and the family.

During the year over 30 undergraduate courses with a focus on gender studies were offered. The courses addressed the relationship between gender scholarship and social action in such areas as politics, literature, theater, film, art, management and law. A faculty research seminar was organized to assess the impact of gender scholarship on the disciplines and provide a forum for the discussion of the participants' current research. In addition, a series of guest lectures were scheduled throughout the year.

The idea of a theme year (or semester) can be easily adapted for use with a variety of issues. It can provide an unusual opportunity for students to deepen their understanding of a subject as well as a focus for faculty research and interests. For further information contact Susan Crow, Ass't. Director, Center for the Humanities, 326 Taper Hall of Humanities, USC, University Park, Los Angeles, CA 90089-0350.

Men's Studies Newsletter

Although women's studies have now become familiar offerings at colleges and universities across the country, a more recent phenomenon is the growing field of men's studies. The interest in this field of scholarship is signaled by the first issue of the "Men's Studies Newsletter," a semi-annual publication produced at the UNIVERSITY OF SOUTHERN CALIFORNIA under the auspices of the Men's Studies Task Group of the National Organization for Men.

Are Researchers Biased Toward Studies Done by Scholars of Their Own Sex?

Are citations an objective measure of merit? No, says researcher Marianne A. Ferber. In an article in the Winter 1984 issue of the *American Economics Association Newsletter*, Ferber addresses the question whether the number of citations of a scholar's work is an objective measure of quality of the publications and therefore useful in establishing a fair framework for the evaluation of issues of discrimination.

She suggests, however, that researchers are more inclined to cite scholars of the same sex. Her research bears out this hypothesis, and further indicates that differences in subject matter among male- and female-written publications do not cause the difference in citations.

Ferber concludes that citations are not an unbiased indicator of merit or a useful tool for evaluating discrimination. The paper presenting this research more fully is available upon request from Marianne A. Ferber, Dept. of Economics, University of Illinois, 1407 W. Gregory, Urbana, IL 61801.

According to editor Harry Brod, "Men's studies are proliferating in many journals. Currently, USC's Program for the Study of Women and Men in Society is filling the first-ever men's studies professorship."

The newsletter is designed to keep scholars up to date on developments in the new field such as fatherhood and family, life-cycle issues, sexuality and health, mental health, and historical and cross-cultural perspectives. It provides information on research, publications, conferences, courses and teaching materials. Inquiries about the newsletter may be directed to Harry Brod, Editor, Men's Studies Newsletter, SWMS-THH331M, University of Southern California, Los Angeles, CA 90089-4352.

Women's Studies Award

A prize of \$2,500 for a book-length manuscript in the field of women's studies is being offered by FAIRLEIGH DICKINSON UNIVERSITY (NJ). The manuscript may be a contribution to the scholarship or study of any discipline or interdisciplinary area (sociology, psychology, history, literary criticism, etc.) The winning entry will be published by FDU Press. Contest deadline is October 15, 1984. For rules and entry forms contact: Chair, Editorial Committee, FDU Press, 285 Madison Ave., NJ 07940.

\$\$\$\$\$ To Help Integrate Women into the Curriculum

The Duke-UNC Women's Studies Research Center has developed Curriculum Development Grants for 1984-85. The grants, which range from \$500 to \$1,000 are to encourage and support college teachers to incorporate materials and perspectives on women in traditional curriculum courses, particularly introductory survey courses, or to develop courses in women's studies or courses which focus primarily on women. The awards are available to faculty at colleges and universities in North and South Carolina and Virginia, except those at the sponsoring institutions, DUKE UNIVERSITY and UNIVERSITY OF NORTH CAROLINA at Chapel Hill. For more information on the grants and application requirements, contact Duke-UNC Women's Studies Research Center, 105 E. Duke Bldg., Durham, NC 27708.

MINORITY WOMEN

The project gratefully acknowledges the support of TRW for making this section on minority women possible.

Women and Minorities Working Together

Black studies programs and other black groups are increasingly working together with campus women's centers and other organizations to develop programs on black women. One such program was a presentation at the UNIVERSITY OF CALIFORNIA at Santa Barbara by author and lecturer Bell Hooks on *Black Women Writing Feminist Books*. For more information on the lecture, which was co-sponsored by the Center for Black Studies, Women's Center, Akanke, Black Students' Union, Associated Students Program Board, and A.S. Status of Women, write to The Center for Black Studies, University of California at Santa Barbara, Santa Barbara, CA 93106.

Black Women's Studies Project

SPELMAN COLLEGE (GA) is the base of a curriculum development project in Black Women's Studies at selected southern colleges. Funded by a two-year grant from The Ford Foundation, the project will address the racial and regional biases in women's studies, stimulate interest in Black women's studies in the southern region, train an interdisciplinary faculty team in Black women's studies, and encourage research on Black women. For further information, contact Beverly Guy-Sheftall, Women's Research and Resource Center, 350 Spelman Lane, PO Box 362, Atlanta, GA 30314.

Barometer on Degrees Earned: Up for Women, Down for Men

The five year period from 1976 to 1981 saw increases in number of degrees earned by women at almost every level, while for men, number of earned degrees dropped. This was true for both Blacks and whites. At the baccalaureate level, the number of degrees awarded to Black men dropped four percent, while the number awarded Black women increased eight percent. The master's level saw a drop for both Black men and Black women, 21 percent and 12 percent respectively. Numbers at the Ph.D. level showed a drop of ten percent for Black men and an increase of 29 percent for Black women, and for the first professional level, a drop of 12 percent for Black men and an increase of 71 percent for Black women.

For white men and women, numbers of degrees awarded show similar changes with drops of nine percent, 17 percent and 17 percent at the three degree levels for men compared with increases of nine percent, one percent, and 31 percent for women. The number of men earning first professional degrees changed less than one percent; the number of women earning these degrees increased 99 percent. The data appeared in the January/February 1984 issue of *Manpower Comments* published by the Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Symposium on Black Women

A symposium, *Black Women Toward the Twenty-First Century*, was offered at HOWARD UNIVERSITY in March 1984 as a salute to Black women of the D.C. metropolitan area. Sponsored by Howard's Institute for Urban Affairs and Research, the symposium may serve as a model for other institutions wishing to present similar programs. For further information, write to Carolyn Stroman, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness St., NW, Washington, DC 20008.

Professional Development and Planning for Minority Women

The Minority Women's Survival Kit: Personal and Professional Development for Minority Women contains workshop materials which examine critical issues from the perspective of minority women: discrimination, employment rights, communication skills, interviewing techniques, and job-hunting skills. The activities and readings direct participants through all the steps necessary for gaining meaningful employment and achieving professional status. *Career Planning for Minority Women* offers guidance and support to minority women whose direction may need to be more focused on the search for careers than for jobs. Participants investigate a broad range of viable career opportunities, analyze their skills and priorities, and engage in a systematic plan for career planning.

The Minority Women's Survival Kit (Code #0244) is available at \$4 prepaid; *Career Planning for Minority Women* (Code #0227) for \$4.50 prepaid from the Education Development Center, Inc., WEEA Publishing Center, 55 Chapel St., Suite 208, Newton, MA 02160. Checks should be made payable to Education Development Center, Inc.

For Hispanic Women in Science

The Network of Minority Women in Science is interested in increasing the participation of Hispanic women. For information on the network, sources of financial aid, and information on science careers, write to Paula Quick Hall, Senior Program Associate, Office of Opportunities in Science, American Association for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Conferences on Chicana Women

At the conference *The Voices of Chicana Women*, held in March 1984 at the UNIVERSITY OF TEXAS at Austin, scholars from across the country explored pertinent issues for Chicana women in regard to the areas of work, literature, health, folklore, religion, and social relations. The conference was hosted by the university's Center for Mexican American Studies. For further information, write to Gilberto Cardenas, Dept. of Sociology, The University of Texas at Austin, Austin, TX 78712.

Another conference, *Challenges of the Hispanic Woman in American Society*, was held in October 1983 at the Mitchell Wolfson New World Center Campus (FL). The conference was sponsored by the Greater Miami Center for the Continuing Education of Women (CCEW) and the Institute on Sexism and Sexuality as part of the celebration of the Hispanic Heritage Festival. For further information, write to the CCEW Urban Consortium of Learning Alternatives, Miami-Dade Community College, Mitchell Wolfson New World Center Campus, 300 NE Second Ave., Miami, FL 33132.

New Organization for Native American Women

Recently chartered in Albuquerque, New Mexico, the National Organization for Native American Women (NONAW), is a professionally oriented association designed to support Indian women and provide them with the opportunity to serve as professional resources to their communities and to each other. For further information, write to NONAW, c/o A. Kinsel, PO Box 767, Albuquerque, NM 87103.

FEDERAL UPDATE

Reagan Council Avoids Support of Women's Educational Equity Bill

A federal women's advisory council, whose members were appointed by President Reagan, did not endorse a bill to reauthorize the Women's Educational Equity Act (WEEA). The National Advisory Council on Women's Educational Programs, whose mandate includes oversight of WEEA, took no stand on the reauthorization of the Act. Testifying before a congressional committee, the executive director, Patricia Jepsen, did not endorse continuation of the Act, but did suggest changes to be made if the Act is extended. The Reagan administration has asked Congress not to extend the Act.

Security Checks Planned for OCR Personnel

Close to 130 lawyers and supervisory personnel in the Office for Civil Rights (OCR) at the Department of Education are slated to undergo extensive security checks. Usually, such checks are only done on employees handling information vital to national security. The Department said the employees were being reclassified as "critically sensitive" because they had access to confidential information. OCR conducts investigations of schools and colleges to see if discrimination is present.

INTERNATIONAL

Male Applicants Preferred at Japanese University

A Japanese university has stated its intention of giving preferential treatment to male applicants. The proportion of male applicants passing entrance tests for KYOTO PHARMACEUTICAL UNIVERSITY, a private institution, fell from 40 percent in 1980 to 30 percent in 1983, resulting in what one spokesman termed the threat of "feminization." The announcement came at a time when Japanese women were increasingly critical of what they described as widespread sex discrimination in higher education. University officials, however, denied any discriminatory elements in the new policy. They say that companies which recruit their graduates prefer men, and by admitting fewer women, the university is more likely to produce graduates with satisfactory job prospects.

Looking Forward, Looking Back

Looking to the Future, a new booklet published by the Women, Public Policy and Development Project of the Humphrey Institute of Public Affairs at the UNIVERSITY OF MINNESOTA, is based on the theme of looking back to see how far we have come, which in turn provides the hope and determination needed to move forward.

The booklet serves as an introduction to what the world's women have been doing and thinking during the U.N. Decade for Women (1976-85). It contains condensed versions of the World Plan and Program of Action for Women as well as information on plans and preparations for the third world women's conference scheduled for Nairobi, Kenya, in 1985.

The dynamics of world conferences and the influence of

women's organizations in changing government policy are discussed in the publication's foreword. Other sections include a chronology of significant international actions, a description of the U.N. Commission on the Status of Women, the essential elements of the International Convention on the Elimination of Discrimination Against Women, and a discussion of the two previous world women's conferences in Mexico City and Copenhagen.

Copies of the 45-page report, edited by Arvonne S. Fraser, are available at \$5 postpaid from the Women, Public Policy and Development Project, Humphrey Institute, 909 Social Sciences Bldg., University of Minnesota, Minneapolis, MN 55455.

Sex Equity Compared: England and U.S.

Title IX Line, a publication of the Center for Sex Equity in Schools, devoted its Summer 1983 issue to a comparison of sex equity in the United States and England. Although it focuses on the elementary and secondary levels, the comparison of legal coverage should be helpful at postsecondary levels as well. Single copies of the issue are available free from the Center for Sex Equity in Schools, Program for Educational Opportunity, 1046 School of Education, The University of Michigan, Ann Arbor, MI 48109.

Publication of Women in the European Community

Women of Europe, a bi-monthly information bulletin for women's organizations and the press, reports on such developments as the status of women in European Commonwealth legislation as well as in national law, gives statistical data on the economic and social position of women in the community, as well as other information. Published by the Commission of the European Communities, the bulletin is available in seven languages: Danish, Dutch, English, French, German, Greek and Italian. For ordering information, write to Commission of the European Communities, 200 Rue de la Loi, 1049 Brussels, Belgium.

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 National Association of College and University Attorneys (NACUA)
 National Association of Independent Colleges and Universities (NAICU)

Prices and availability of resources are current at time of publication.

RESOURCES

Women in Science and Math

Who Will Do Science? is a special report to the Rockefeller Foundation on women and minorities in science and mathematics. Researcher Sue E. Berryman of the Rand Corporation found the increases in the number of science degrees earned by women are due entirely to higher numbers of women participating in higher education rather than a higher percentage choosing to study science. Additionally, the greatest attrition rate from science occurs for women at the Ph.D. level.

Noting that high school mathematics preparation is a prerequisite for subsequent science study, Berryman found little difference between the sexes in mathematics achievement in the ninth grade. However, girls' choice of fewer mathematics electives, she points out, translates into lower twelfth-grade mathematics achievement, fewer women choosing college science majors, and fewer women science Ph.D.'s.

Copies of the 124-page report are available without charge from the Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.

Farewell to Project Consultant

Anne Tongren, a consultant to the Project and who has written much of the newsletter, has left to work full-time on her Ph.D. dissertation in psychology. Her contributions to the Project have been numerous and we wish her well in the future.

Julie Kuhn Ehrhart, a Project staff member since 1980, will write the newsletter.

Women's Research and Policy Centers Listed

The Directory of Selected Women's Research and Policy Centers, published by the Women's Research and Education Institute (WREI), highlights the primary activities and research directions of 28 women's research and policy centers. The 24-page directory includes tables of current and recently completed research projects by center as well as by subject. Copies are available at \$4 from WREI, 204 Fourth St., SE, Washington, DC 20003. A complete list of current publications is also available at no charge.

New Journals for Women in Law and Religion

Fall 1984 will see the publication of the first issue of the *Wisconsin Women's Law Journal*, developed by students at the UNIVERSITY OF WISCONSIN-Madison Law School. The publication will cover legal issues affecting women's lives today and is intended to help fill the gaps existing in coverage of the rapidly changing sphere of women and the law. Subscription rate is \$8 for individuals, \$15 for institutions, from the *Wisconsin Women's Law Journal*, UW-Madison Law School, 975 Bascom Mall, Madison, WI 53706.

The Journal of Feminist Studies in Religion will also begin publication this fall. To be published twice yearly by Scholars Press, the journal is under the editorial direction of Elisabeth

Schussler Fiorenza of the UNIVERSITY OF NOTRE DAME (IN) and Judith Plaskow of MANHATTAN COLLEGE (NY). For further information, write to Judith Plaskow, Dept. of Religious Studies, Manhattan College, Bronx, NY 10471.

Women and the Law

The Harvard Women's Law Journal chronicles the changes of the past few decades in the law as it affects women and explores the impact of women on the legal profession. The *Journal* deals with such topics as: sex-based pension plans; homemakers and the Social Security Act; women and athletics; women and labor unions; and domestic violence. Subscriptions are \$7.00 per year from *Harvard Women's Law Journal*, Hastings Hall, Harvard Law School, Cambridge, MA 02138.

Working for Pay Equity

The Labor Institute of Public Affairs of the AFL-CIO has produced a TV documentary on pay equity for women. The *Pay Equity* program profiles a UNIVERSITY OF MARYLAND library clerical worker, who is also president of her union local. Working with a coalition of women's labor and civil rights organizations, she lobbies for a comparable worth study of the state employee compensation system.

The 23-minute program includes information on the current position and history of women in the U.S. workforce; and features a debate between a leader of the National Committee on Pay Equity and a spokesperson of employer positions on the major issues of comparable worth. The program is part of the **America Works** series broadcast nationwide by over 80 public television stations. The *Pay Equity* videotape can be ordered from the Dept. of Education, AFL-CIO, 815 16th St., NW, Washington, DC 20006, Attn: Dorothy Shields, for a rental fee of \$5.00 or a purchase fee of \$40.00. Tapes are available in ¾" or ½" VHS or Beta formats. (A new updated version will be available in fall 1984 from the same address.)

Women and Policy-Making: A View from the Outside

Irene Tinker, founder and director of the Equity Policy Center and 20 other long-time Washington women have put together a history of women's participation in the policy-making arena. *Women in Washington: Advocates for Public Policy* is the story of women's growing political sophistication, told by women themselves. Chapters focus on the gradual expansion of women's issues over the last two decades and reveal the approaches and tactics utilized by women to influence policy-makers to improve the status of women in law, health, business, the military, science and education.

Authors include Esther Peterson and Catherine East, whose chapters concern their involvement in federal commissions on women; Marguerite Rawalt, who describes the struggle for the Equal Rights Amendment; Arvonne Fraser, writing on women in politics; and oral historian Fern Ingersoll interviewing former congresswomen about their experiences. Ann Kolker also describes lobbyists' activities from her vantage point as former legislative director for the National Women's Political Caucus.

Women in Washington: Advocates for Public Policy is available from the Equity Policy Center, 2001 S St., NW, Suite 420, Washington, DC 20009. Softbound copies are \$12.50; hardbound copies are \$25.00; postage and handling, \$1.50. Large orders or orders for course adoptions should be directed to Sage Publications, 275 South Beverly Dr., Beverly Hills, CA 90212.

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